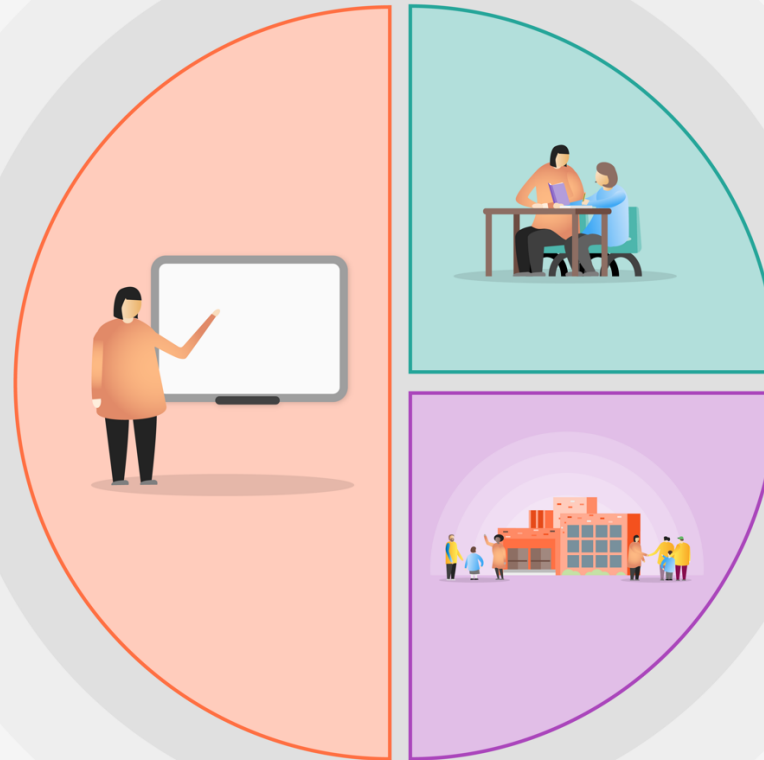## 1 Teaching

Continued professional development
Teachers will benefit from increased professional development opportunities to ensure they are well equipped to ensure that children continue to access the full curriculum. CPDL topics include:

- A high-quality blended approach
- Expert subject leadership

2 Targeted academic support

Centrally organised recruitment of teaching assistant/teachers and tutors through the National Tutoring Program

3 Wider strategies

Centrally supported IT loans and guidance for families
Identifying families without access to a meaningful device and or access to the internet and ensuring they receive the technology they require.

Aims:
*To reduce the attainment gap between our disadvantaged pupils and their peers.
*To raise the attainment of all pupils to close the gap created by the pandemic and meet or exceed national averages and expectations by age.

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	164 (KS4)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	Number on roll (n) x £80 = £13, 120	Additional allocation from the trust to support students to transition to Post 16	**£28,520**
		Total spend:	**£41,640**

English 1-1 catch up	5,482	
Maths 1-1 catch up (in house)	0	
Key adult for vulnerable students	11,084	(41% of costs)
Blended Learning Co-ordinator & PP Mentor (Salary)	23,994	
Equipment Purchases	1,000	
IT Dongles/ Game maker licences for home learning	80	
Total Costs	**41,640**	

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Falling behind on the course delivery in exam subjects.
B	Poor attendance to live lessons. Opting out.
C	Poor engagement with online learning and limited turn in of work. Parents and children may be less engaged in live learning than they are when in school.

ADDITIONAL BARRIERS	
External barriers:	
D	Low emotional resilience
E	Poor mental health
F	No access to a good quality device or sharing with siblings

Planned expenditure for current academic year

Quality of teaching for all						
Action	**Intended outcome and success criteria**	**What's the evidence and rationale for this choice?**	**How will you make sure it's implemented well?**	**Staff lead**	**When will you review this?**	**Cost from catch up**
Continued professional development to support a high-quality blended approach during the pandemic.	Teachers are well supported to effectively enact the full curriculum both on site and at distance.	EEF PP report June 2010 recommends schools take a tiered approach with teaching being the top priority, including professional development, training and support for early career teachers.	Regular support and challenge from central academy trust team. This is monitored through a variety of trust wide mechanisms- including but not limited to: ARMS (academy review meetings), ARVS (academy review visits) and Academy council and scrutiny panels.	LJO SCO	Termly	£0
Professional development for our subject leaders to become experts of the curriculum.	Subject leaders understand our exam specifications and pandemic modifications and act as experts in the understanding of progression and pedagogy within their subject.			LJO WIL SCO MMO	Termly	£0
				Total budgeted cost:		£0

Targeted support						
Action	**Intended outcome and success criteria**	**What's the evidence and rationale for this choice?**	**How will you make sure it's implemented well?**	**Staff lead**	**When will you review this?**	**Cost from catch up**
To ensure children return to learning quickly after periods of absence/learning at home.	Children's emotional, social and academic needs are met swiftly on return to school meaning they receive the right support to return to learning in school.	The investment of the trust into expertise to support the recovery of education for all has included work with Barry Carpenter, Professor in Mental Health at Oxford Brookes University. A thorough approach to support pupils on return to school has also been advocated by the EEF, who state that 'All pupils will need support to transition back to school'.	Regular support and challenge from central academy trust team. This is monitored through a variety of trust wide mechanisms- including but not limited to: ARMS (academy review meetings), ARVS (academy review visits) and Academy council and scrutiny panels.	LJO TPR SBE	Regular formative assessment in the classroom.	£11,084
To ensure that students engage with online and remote learning. Teachers offer 1-1 and small group feedback for students and in particular disadvantaged students. To ensure that formative assessment and feedback is a feature of online learning.	To reduce the attainment gap between our disadvantaged pupils and their peers. To raise the attainment of all pupils to close the gap created by the pandemic.	EEF state that 'Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective.' EEF small group tuition +4 months.		LJO SCO WIL	Regular formative assessment in the on-site and virtual classroom.	£0

Additional role created to support students to engage with online learning, working both to resolve technical issues and to motivate and engage struggling students. Regular follow up and liaison with subject teachers where appropriate.	To reduce the attainment gap between our disadvantaged pupils and their peers. To raise the attainment of all pupils to close the gap created by the pandemic.	Experience from lockdown 1 demonstrates that where existing staff performed this role it was effective in supporting those at risk of falling behind within this setting. The creation of a specific additional role has enabled this previously effective intervention to extend into this academic year.		TPR SBE ACA	Bi-termly	£23,994
Online English/math tuition	To reduce the attainment gap between our disadvantaged pupils and their peers in the core subjects.	EEF state that 'Tuition delivered by qualified teachers is likely to have the highest impact.		MMO WIL	Termly	£5,482
				Total budgeted cost:		£ 40,560

Other approaches						
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Cost from catch up
Central procurement and management of IT resources.	To ensure that no child is without the technology they need to access the high-quality curriculum on offer from the academy.	The EEF guide: Best evidence on supporting students to learn remotely states that: *'Ensuring access to technology is key, especially for disadvantaged pupils'*	There is a dedicated IT team that works across the trust to support effective use and distribution of technology to where it is most needed. This has included central procurement of laptops and resources to support WIFI during lockdown and also during periods of isolation for individuals, bubbles and cohorts.	CLF lead: AL Academy lead: DC and LJO	Allocation of devices is reviewed at least weekly by the central team. Engagement with learning is reviewed daily by the academy.	DFE School Laptops Donated laptops Dongles & game maker licenses £80
			Total budgeted cost:			£80