

## Covid 19 Catch Up Funding Plan

<b>Academy</b>	<b>Greenacres</b>	<b>Allocated Covid catch up funding</b>	<b>£29,520</b>
<b>Number on roll</b>	<b>371</b>	<b>Allocated Funding for National Tutoring Programme (NTP)</b>	
<b>% students eligible for the Pupil Premium</b>	<b>23%</b>	<b>Number in Sixth Form</b>	<b>-</b>

The Education Endowment Fund guidance suggests a 3-tiered approach to the spending of the Covid-19 catch up funding.

### 1 Teaching

- High-quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

### 2 Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

### 3 Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

<b>Issues identified from September 2020 as barriers to learning after the enforced school closure (curriculum gaps/ literacy/ attendance/ wellbeing)</b>
Home learning was a different experience for the children. The quantity and quality varied across the community. Some parents have shown a lack of understanding of the difference in expectation between home and school, especially relating to a child achieving the expected standard.
During lockdown the majority of children experienced a lack of physical exercise and social interaction with others which has impacted on the attitude to learning.
Maintaining the children's concentration and motivation to do school work was difficult. A weekly phone conversation or email was not the same as face to face contact.
Remote learning does not give the same interaction with the teacher as face to face learning. Differentiation is difficult and providing the correct challenge for individuals on each subject depending on their understanding is not achievable.
Parents preferred to collect work packs from school.
Lack of formalised learning that took place in school during the first lockdown because children were attending at different times and the remit from the government was childcare.

<b>Teaching and Whole School Strategies</b>			
Year group	Actions	Intended Impact	Cost
All	Lessons are being differentiated to address the differing gaps in learning.	Children will make good progress and achieve the target grades that were set prior to the pandemic.	
All	High expectations are maintained and challenges set.		
All	Staff are aiming for the expected level and providing catch up activities.		
All	Pupil progress meetings focused on the children whose progress has dipped during lock down.	Children's individual needs met, enabling them to make progress.	
All	Provision mapping to track all interventions children are receiving.	Successful strategies identified for individuals to help them in the future.	
All	Communicating with parents through reports and phone calls.	Parents to support learning at home especially if bubbles have to close.	

Teaching and Whole School Strategies - continued			
Year group	Actions	Intended Impact	Cost
All	Staff are using the progression sheets relating to their own year group but referring to the previous year group to ensure key skills have not been missed.	Gaps in knowledge filled enabling the children to make good progress in 2020/21.	
Year 6	Children arranged in to small groups of similar ability to address the gaps. LB, PP & CP to teach groups weekly.	Children achivieng the expected standard in May.	Equivalent of 15 days small group cover to ensure consistency. £3,320
<b>Total cost £3,320</b>			

Targeted Strategies			
Year group	Actions	Intended Impact	Cost
Phase 1			
Years 1 & 2 Numeracy	Small group work to address gaps in learning. Focus on children that have a standardised score of 93.	Children to achieve the expected standard (100 or above) in numeracy.	Each year group to have the equivalent of a morning per week for 6 weeks. £2,800
Years 4 & 6 Numeracy			
Phase 2			
Year 1 Literacy	Small group work to address gaps in learning. Focus on children that have a standardised score of 93.	Children to achieve the expected standard (100 or above) in numeracy or literacy	Each year group to have the equivalent of a morning per week for 6 weeks. £2,800
Years 3 & 6 Numeracy			
Phase 3			
All year groups - Numeracy	Small group work to address gaps in learning.	Children of all abilities to reach their targets set prior to lockdown.	Intervention for 3 days a week for 16 weeks (two x six week cycles, 1 x four week cycle) £12,000
Reception and year 1 – Phonics and literacy	Small group work to address gaps in learning.	Children of all abilities to reach their targets set prior to lockdown.	Intervention for 1 day a week for 16 weeks (two x six week cycles, 1 x four week cycle) £4,000
<b>Total cost £21,600</b>			

Wider Strategies			
Year group	Actions	Intended Impact	Cost
All	Nurture groups to address mental health issues from the pandemic and lockdown. Children identified by teachers and parents.	A reduction in children feeling anxious within school. Improved attitude to learning.	Half a day per week for 20 weeks £2,300
All	Children with extreme anxiety to have one to one sessions led by SENCO.	Reduced anxiety in children and children that need external support identified quickly.	Half a day per week for 20 weeks £2,300
<b>Total cost £4,600</b>			

Summary Covid 19 Catch Up funding	
Strategy	Cost £
Teaching and whole school	3,320
Targeted	21,600
Wider	4,600
<b>Total</b>	<b>29,520</b>
<b>Allocation</b>	<b>29,520</b>