



## COVID-19 Catch-up Premium 2020-21

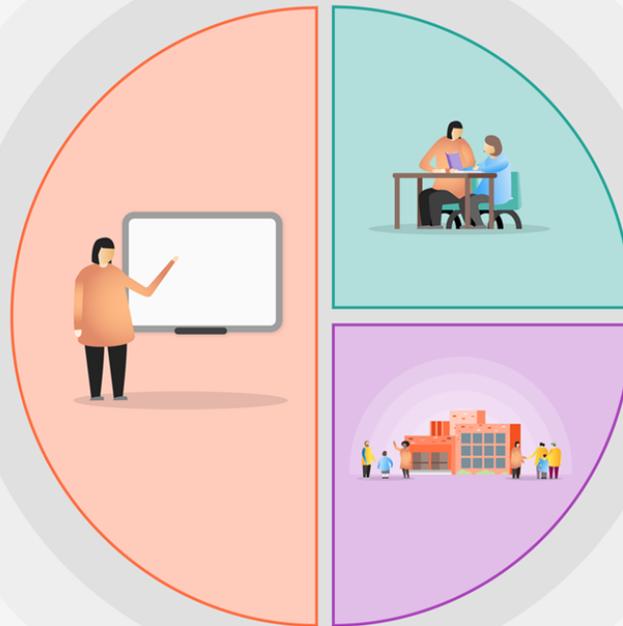
1. Summary information			
<b>School</b>	Arbour Vale School	<b>Academic Year</b>	2020-21
<b>Planned Admission number</b>	317	<b>Number of pupils on role</b>	322
<b>Provisional COVID-19 Catch-up allocation</b>	£76,080	<b>Lead staff member</b>	Sarah Mitchell (Assistant Vice Principal / SENDCO)
<b>Context:</b>			
<p>The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020-2021 academic year (received in 3 separate payments). Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months. To support schools to make the best use of the funding, the EEF has published a support guide: <a href="https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-supportguide-for-schools1">https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-supportguide-for-schools1</a></p> <p>As with all government funding, school leaders and governors must be able to account for how the money is being used. When Ofsted re-commence routine inspections, they will make judgements about the quality of education being provided which will include how we are using the funding to ensure the curriculum has a positive impact on all pupils.</p> <p>This is a live document which will be updated to reflect specific interventions linked to identified needs.</p>			

2. Issues identified as potential barriers to learning September 2020
A. Gaps in learning or regression of skills due to restricted numbers of pupils accessing school and face to face learning during the lockdown period
B. Lack of access to technology should home learning be required/ requested
C. Increase in mental health concerns and behaviours as a result of the lockdown period
D. Lower attendance due to COVID concerns or requirement to isolate

### 3. Summary of best practice (A tiered approach)

## 1 Teaching

- High quality teaching for all
- Effective use of assessment and data
- Supporting blended learning
- Development of VLE
- Focusing on professional development
- Focus CPD cycle
- Peer support model



## 2 Targeted academic support

- High quality one to one and small group interventions
- Use of STA's and targeted support
- Interventions linked to EHCP's

## 3 Wider strategies

- Supporting pupils' SEMH needs
- Support for behaviour and attendance
- Communication with and support for parents

4. Planned expenditure				
Strategy Area	Specific Strategy	Budgeted cost	Intended impact and Success Criteria	Evaluation and evidence of impact
1. Teaching and whole-school strategies	A	£0	<ul style="list-style-type: none"> <li>Teaching is judged as at least good in all classes</li> <li>At least 85% of pupils make at least expected progress in all areas of their PHLO targets, Maths and Literacy</li> <li>Good practice is shared across the school- evidenced in peer mentor meetings and feedback from lessons shared</li> <li>Evidence of shared practise is noted during learning walks and drop-ins</li> <li>CDP cycle is relevant and useful- measured by staff questionnaires</li> <li>Curriculum coverage is broad and evidenced in work samples</li> <li>Pupils who have regressed or made less progress as a result of lockdown will be targeted for specific intervention (detailed below) with specific targets linked to the gaps or regression in their learning</li> </ul>	
	A, B, D	£35,850	<ul style="list-style-type: none"> <li>Arbour Vale School are clear which pupils are the most disadvantaged and without access to home technology and/or internet</li> <li>In the event of home learning or blended learning being put in place then pupils would be able to borrow laptops and/or internet dongles</li> <li>The VLE is embedded throughout school based and home learning</li> <li>The VLE compliments school based learning- pupil progress is measured to be at least good in all areas</li> <li>All teachers feel confident in the use of the VLE following CPD sessions</li> </ul>	

2. Targeted academic support	A, C	<p><b>Specific intervention</b></p> <p>Phase leaders will work with class teachers to identify those pupils with the greatest gaps in learning or regression of skills following the lockdown period. Information will be discussed with Maths, Literacy and Therapy leads to implement specific interventions to match the development level, age and need of the pupil so that a selection of Literacy and Maths interventions are available as well as therapy interventions linked to areas of the pupils EHCP.</p>	£8,500	<ul style="list-style-type: none"> <li>At least 85% of pupils make at least expected progress in all areas of their PHLO targets, Maths and Literacy</li> <li>Case studies on those pupils identified as having the most concerning gaps in learning or regression of skills show that they are back on track to meet their targets in 90% of cases</li> </ul>	
	A, C	<p><b>Use of support staff</b></p> <p>Create a temporary additional STA post. This STA would be used to 'backfill' in classes so experienced STA's have the availability to support identified pupils with specific interventions.</p>	£24,500	<ul style="list-style-type: none"> <li>At least 85% of pupils make at least expected progress in all areas of their PHLO targets, Maths and Literacy</li> <li>Case studies on those pupils identified as having the most concerning gaps in learning or regression of skills show that they are back on track to meet their targets in 90% of cases</li> </ul>	
3. Wider strategies	A, C, D	<p><b>Social, Emotional and Mental Health Needs</b></p> <p>Pupils SEMH needs will be reviewed using knowledge from staff and SEMH data. Pupils access support sessions to support with the SEMH needs- depending on the demand- this may include an external counselling sessions. Drama groups and workshops will be undertaken to allow pupils to explore their worries and concerns.</p>	£6,000	<ul style="list-style-type: none"> <li>SEMH data for all pupils will show a positive impact for at least 90% of pupils who access the scoring system</li> <li>The level of behaviour concerns across the school will reduce each term</li> <li>Pupils who are able to will evaluate the impact of the drama sessions</li> </ul>	
	A, B, D	<p><b>Communication and support for parents</b></p> <p>Attendance of pupils will be closely monitored on a daily basis. Staff will be clear on which pupils are off school, the reason and the home support they are receiving. Regular support for parents via phones. Workshops for parents on use of VLE. Parental support workshops.</p>	£1,230	<ul style="list-style-type: none"> <li>Annual attendance for pupils will be at least 85%</li> <li>Parents rate communication from school as at least good</li> <li>Home/school communication is recognised via Annual Review process</li> <li>Impact of parental engagement sessions is evident via parent feedback</li> </ul>	
<b>Total budgeted cost</b>			<b>£76,080</b>		