

## COVID-19 catch up premium strategy 2020-21

### Delce Academy

#### What catch-up funding is for

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds.

#### Funding allocations

School allocations will be calculated on a per pupil basis.

Mainstream school will get £80 for each pupil in from reception to year 11 inclusive

Special, AP and hospital schools will get £240 for each place for the 2020 to 2021 academic year

Date of strategy publication		Jan 21	Review dates		Sept 21
Total number of pupils:		414	Total catch-up premium budget		£39,680
Disadvantaged pupils (%)	40%	Pupils with EHC plans (%)		6%	Pupils on SEND support (%)
					22%

## Catch-up premium strategy statement

- Context of the school
  - Delce Academy joined the Inspire Partnership on 1st March 2020
  - The school serves a community of higher than average deprivation. Many of the parents undervalue education as they had poor experiences of their schooling
  - Aspiration is low and the reputation of the school locally is not wholly positive due to . The cohort in the school is mostly White British
  - The mobility into and out of the school is higher than average as families are housed temporarily in the area and then moved. Several families attend from a large distance and a few are unable to fund the daily travelling. The proportion of pupils eligible for PP funding is above national
  - The school works closely with the local infant school although the school roll there is also falling
  - The DEC is a provision for 25 SEMH pupils with EHCPs who arrive each day by LA transport. They are currently taught within the specialist unit and not integrated into mainstream education. Some of these pupils have other significant learning needs including ASD.
- Your catch-up premium priorities
  - Ensure consistent quality first teaching for all pupils in order to ensure that gaps in learning are filled
  - To maintain a focus on the development of knowledge and skills in Reading, Writing and Maths
- The aims of your strategy
  - To reduce gaps in learning from school closures
  - To raise attainment in Reading, Writing and Maths
- Your key approaches to the implementation of your strategy
  - Small groups (some via zoom)
  - Live teaching sessions in school or remotely via zoom
  - Adapted planning to focus on specific learning needs
- How actions taken are intended to help pupils to catch up on lost learning
  - Sharply focused teaching on pupils' learning needs will enable them to secure new learning and application of skills
- How the effect of this expenditure on the educational attainment of identified pupils at the school will be assessed

- The assessment cycle each half term will provide secure analysis of pupils’ performance

### How the school intends to use the catch-up premium

Quality first teaching						
Intended Outcomes	Actions	Success criteria	Dates	Lead	Review date	Cost
<u>Small group Maths and English interventions</u>	<i>HLTA employed 5 days a week until 31.8.21</i>	<ul style="list-style-type: none"> <li>Children in targeted groups make at least expected progress from their starting points in maths and writing</li> </ul>	Dec 21 Jan 21 Feb/Mar 21  July 21	KO/KK	Feb 21	
<u>Maths manipulatives in KS2</u>  Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports children during lessons so they become more independent	<i>Purchase additional manipulatives for KS2 initially.</i>	<ul style="list-style-type: none"> <li>Maths audit in KS2 on what manipulatives are needed across the classes</li> <li>Identify which manipulatives are needed - source and purchase</li> <li>New manipulatives are available for children in KS2 to access and use</li> <li>Children in targeted groups make at least expected progress from their starting points in maths and become more independent in choosing resources to aid understanding</li> </ul>	Jan 21      July 21	KO/KK	March 21	

Targeted academic support and intervention						
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency/comprehension, maths reasoning skills and improved writing knowledge.</p>	<p><i>A supply HLTA will be appointed from November until July to lead interventions in KS2 and groups will be fluid and monitored closely by the CT</i></p> <p><i>3 x TAs leading interventions 3 days a week</i></p>	<ul style="list-style-type: none"> <li>• Speak to supply agencies regarding sourcing a teacher to lead interventions</li> <li>• Interview and select teacher</li> <li>• Discuss expectations with CTs in KS2 and</li> <li>• Whole school timetable with targeted pupils</li> <li>• Interventions to be led by supply teacher until July 21 and monitored by CTs</li> <li>• Children in targeted groups make at least expected progress from their starting points in Reading, writing and maths</li> <li>• TA led groups 3 days a week Children in targeted groups make at least expected progress from their starting points in Reading, writing and maths</li> </ul>	<p>Nov 20</p> <p>Dec 20</p> <p>Jan 2021</p> <p>Jan 2021</p>	<p>KO/KK</p>		
Wider strategies						
						Total expenditure:

Review of strategy:

Date	Impact of actions taken