Schools have been provided with an additional ‘catch up’ grant to support curriculum recovery over the next two years due to the challenges of schooling during the global pandemic.

The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.

<https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf>

The EEF guidance suggests a 3-tiered approach:

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

School overview

|  |  |
| --- | --- |
| Metric | Data |
| School name | Appleton Academy |
| Pupil premium allocation this academic year | £100 560 (£80 per Pupil) |
| Academic year or years covered by statement | 2020-21 & 2021-22 |
| Publish date | January 2021  March 2021 (updated) |
| Review date | September 21 |
| Statement authorised by | Helen Jones |
| Catch Up Lead | Joanne Clayton (Primary)  Rachel Garlick (Secondary) |
| Monitoring | Plan approved by Local Advisory Board  Catch up reported at each LAB meeting |

Spending Aims

The catch up grant will be used in order to provide:

* Curriculum resources and materials that support “catch up” and mental health of pupils.
* Additional staffing costs to develop the outcomes of children who have been identified as needing “catch up” in their learning.
* Further support for home learning

There are two broad aims for ‘catch up’:

* Attainment outcomes at end of 2021/22 for all year groups will be at least in line with those at the end of 2019/20.
* Emotional and mental health supported by the school and specialist agencies

Catch Up plans will focus on;

* Working through well sequenced, purposeful learning opportunities through the revision of the Appleton Academy Learning Continuum
* Consolidation of basic skills in mathematics, English, science and humanities 9particularly in secondary
* Efficient Use of Lesson time will provide additional opportunities for core learning both explicitly within subjects and through highly efficient cross subject planning.
* Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly.
* Opportunities for supporting mental health, wellbeing and social skills development alongside staff training on trauma, and de-escalation

Additional support for some pupils will be provided through

* Additional support and focus on basic core skills. Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.
* Additional time to practise basic skills. This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.
* External academic tutoring though National Tutoring Programme opportunities
* Additional well being support and counselling

Primary Catch Up Grant

|  |  |  |
| --- | --- | --- |
| Primary Catch Up Grant Allocation | | £ 33 680 |
| Barriers to Learning | | |
| Internal Factors | | |
| A | Early Years and KS1 pupils are identified as missing early reading/ language and phonics lessons at a significant stage of their development. | |
| B | Interruptions to the development of basic skills of reading, writing and maths have resulted in lower than age related competence and confidence  Specifically;  Maths - Specific content has been missed, leading to gaps in learning and stalled sequencing of the learning continuum. Recall and confidence in applying basic skills has suffered.  Writing - Children have lost essential practising of writing skills. Grammar and punctuation specific knowledge has suffered, leading to lack of fluency in writing.  Reading - Children are less fluent in their reading and the gap between those children that read widely and those children who did not is now increasingly wide. | |
| C | Social, emotional and family issues for many pupils have had an impact on concentration, motivation and resilience for a number of children across the school have increased due to the challenged families have faced during the pandemic.  The lockdown period and COVID measures have resulted in pupils miss opportunities for social interactions, team work and being outside | |
| External Factors | | |
| D | A large proportion of parents lack confidence in knowing how to support their child’s learning online | |
| E | Families do not have enough access to technology for pupils to access online learning and lack confidence in using IT. | |
| F | Attendance stamina has been impacted significantly from the lockdowns and ongoing COVID measures. | |

Teaching Priorities

|  |  |  |
| --- | --- | --- |
| Measure | Activity | |
| Priority 1 | Support learning at home through the provision of laptops, self help films and IT support to ensure pupils can continue to work at home when required | |
| Priority 2 | Provide additional phonics, reading and number resources to support pupils further and allow opportunities for application of learning | |
| Barriers to learning these priorities address | D: A large proportion of parents lack confidence in knowing how to support their child’s learning online  E: Families do not have enough access to technology for pupils to access online learning and lack confidence in using IT. | |
| Projected spending | 2020 - 2021 | 2021 – 2022 |
| Provide an additional 40 laptops for loaning for primary pupils | £10 500 | N/A |
| Additional phonic and reading resources | £5 000 | N/A |
| Total | £15 500 | N/A |

Targeted Academic Support

|  |  |  |
| --- | --- | --- |
| Measure | Activity | |
| Priority 1 | Provide additional intervention and resources for Early Years and KS1 pupils to support early reading and phonic knowledge | |
| Priority 2 | Provide intensive intervention for pupils below expectations in phonics in Year 3 | |
| Priority 3 | Provide additional intervention for KS2 pupils who require support with basic skills | |
| Barriers to learning these priorities address | A: Early Years and KS1 pupils are identified as missing early reading/ language and phonics lessons at a significant stage of their development.  B: Interruptions to the development of basic skills of reading, writing and maths have resulted in lower than age related competence and confidence  D: A large proportion of parents lack confidence in knowing how to support their child’s learning online | |
| Projected spending | 2020 – 2021 | 2021 - 2022 |
| Daily intensive Early Years and KS1 Support linked to ongoing assessment | £3740 | £1740 |
| Daily intensive KS2 support linked to ongoing assessment | £5600 | £2400 |
| Resources and intervention to support the wellbeing and outdoor learning curriculum | £1000 | £500 |
| Total | £10 340 | £4 640 |

Wider Priorities

|  |  |  |
| --- | --- | --- |
| Measure | Activity | |
| Priority 1 | Additional monitoring and intervention to support good attendance and punctuality | |
| Priority 2 | Improve attendance stamina through a range of attendance rewards for all pupils | |
| Barriers to learning these priorities address | F: Attendance stamina has been impacted significantly from the lockdowns and ongoing COVID measures. | |
| Projected spending | 2020 - 2021 | 2021 – 2022 |
| Additional attendance case work to support parents | £2000 | N/A |
| Additional attendance rewards | £700 | £500 |
| Total | £2700 | £500 |

Total Primary Spend

|  |  |  |
| --- | --- | --- |
| Allocated Grant | 2020/21 Plan | 2021/22 Plan |
| £ 33 680 | £28 540 | £5140 |

Secondary Catch Up Grant

|  |  |  |
| --- | --- | --- |
| Secondary Catch Up Grant Allocation | | £ 66 880 |
| Barriers to Learning | | |
| Internal Factors | | |
| A | Interruptions to the continuum of learning mean pupils have not received provision of the guided learning hours necessary to complete the qualifications. Plans for the awarding of GCSES in both 2021 and 2022 remain unclear. | |
| B | Pupils have gaps in their knowledge and skill development in all subject areas which affects both the acquisition of new knowledge but also the confidence and resilience of young people.  In most cases this has an impact on ‘remembering’ strategies and essential knowledge however the reliance on remote learning has increased the number of pupils with misconceptions. | |
| C | Social, emotional and family issues for many pupils have had an impact on concentration, motivation and resilience for a number of children across the school have increased due to the challenged families have faced during the pandemic.  The lockdown period and COVID measures have resulted in pupils miss opportunities for social interactions, team work and being outside | |
| External Factors | | |
| D | A large proportion of parents lack confidence in knowing how to support their child’s learning online | |
| E | Families do not have enough access to technology for pupils to access online learning and lack confidence in using IT. | |
| F | Attendance stamina has been impacted significantly from the lockdowns and ongoing COVID measures. | |

Teaching Priorities

|  |  |  |
| --- | --- | --- |
| Measure | Activity | |
| Priority 1 | Support learning at home through the provision of laptops, self help films and IT support to ensure pupils can continue to work at home when required | |
| Barriers to learning these priorities address | D: A large proportion of parents lack confidence in knowing how to support their child’s learning online  E: Families do not have enough access to technology for pupils to access online learning and lack confidence in using IT. | |
| Projected spending | 2020 - 2021 | 2021 – 2022 |
| Provide an additional 80 laptops for loaning for primary pupils | £19 500 | N/A |
| Total | £19 500 | N/A |

Targeted Academic Support

|  |  |  |
| --- | --- | --- |
| Measure | Activity | |
| Priority 1 | Provide additional intervention and resources for KS3 pupils to support both their academic development and in managing resilience and trauma | |
| Priority 2 | Intensive additional catch up days to support application of knowledge and provision of practical elements of GCSEs eg cooking, making, practicals | |
| Priority 3 | High quality academic tutoring provided by the National Tutoring Programme | |
| Barriers to learning these priorities address | A: Interruptions to the continuum of learning mean pupils have not received provision of the guided learning hours necessary to complete the qualifications. Plans for the awarding of GCSES in both 2021 and 2022 remain unclear.  B: Pupils have gaps in their knowledge and skill development in all subject areas which affects both the acquisition of new knowledge but also the confidence and resilience of young people.  C: Social, emotional and family issues for many pupils have had an impact on concentration, motivation and resilience for a number of children across the school have increased due to the challenged families have faced during the pandemic.  D: A large proportion of parents lack confidence in knowing how to support their child’s learning online | |
| Projected spending | 2020 – 2021 | 2021 – 2022 |
| Additional Teaching Capacity across all subjects but particularly core subjects | £10 845 | £25 535 |
| Additional Catch up Days | £0 | £1000 |
| National Tutoring Programme | £7 000 | N/A |
| Total | £17 845 | £26 35 |

Wider Priorities

|  |  |  |
| --- | --- | --- |
| Measure | Activity | |
| Priority 1 | Additional monitoring and intervention to support good attendance and punctuality | |
| Priority 2 | Improve attendance stamina through a range of attendance rewards for all pupils | |
| Barriers to learning these priorities address | F: Attendance stamina has been impacted significantly from the lockdowns and ongoing COVID measures. | |
| Projected spending | 2020 - 2021 | 2021 – 2022 |
| Additional attendance case work to support parents | £1500 | N/A |
| Additional attendance rewards | £1000 | £500 |
| Total | £2500 | £500 |

Total Primary Spend

|  |  |  |
| --- | --- | --- |
| Allocated Grant | 2020/21 Plan | 2021/22 Plan |
| £ £ 66 880 | £39 845 | £27 035 |