

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. Special, AP and hospital schools will get £240 for each place for the 2020 to 2021 academic year. For post 16 Students an allocation each provider £150 per instance for full time students without GCSE grade 4 or above in English and/or maths based on the numbers in their current 2020 to 2021 academic year allocation

Total Number on roll 5-16	166	£39,840
Post 16 Students 16-19	22	£3,300
Catch Up Allocation	Total	£43,140
Published Date	January 2021	
Review Date	Half Termly	
Leads	L Windle, W Askham, R Yorke, J Newbold, L Shimwell and R Lang	
Governor Monitoring	TBC	
Use of Funds	EEF Recommendations	
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year in actions for schools during the coronavirus outbreak.</p> <p>While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students.</p>	<p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> - Supporting great teaching - Pupil assessment and feedback - Transition support <p>Targeted approaches –</p> <ul style="list-style-type: none"> - One to one and small group tuition - intervention programmes <p>Wider strategies</p> <ul style="list-style-type: none"> - Supporting parent and carers - Access to technology - Summer support 	

Coverage - Teaching and whole school strategies: Supporting Great Teaching. Pupil Assessment and Feedback & Supporting Parents and Carers, Intervention Programmes					
Barrier	Chosen Action /Approach	By Who	Desired Outcome / Impact	Review (Rag Rated)	Evidence
Children may not be accessing phonics and reading	1.1 The school invests in Seesaw to compliment the VLE and Live teaching. Cost £900.00	SLT Class Teachers	Pupils have access to personalised tasks that promote phonics and reading.		Seesaw engagement report Class Journals Assessment System
	1.2 Seesaw is set up with class lists and teacher access 1.3 Staff receive training so that they are able to allocate work to pupils and use the system successfully Cost 100.00	Class Teams	Staff are competent uses of seesaw and are setting phonics and reading tasks that allow pupils to progress.		Staff training Time (Meeting on Teams) See Saw Tutorials Staff engagement with Seesaw
	1.4 The school have a video prepared on how to access seesaw to help families access the online learning platform Cost £75.00	Middle Leaders	Parents and carers have access to support ,materials that allow them to support their child's learning		Video Engagement report Family Feedback Form
	1.5 Lion Leader Reader Initiative to be promoted through twitter and seesaw (Show us you are reading together) #lionleaderreader Promotion of Roary The Reading Lion Costings £200	English Lead Class Teams	Children and their parent/s carers engage with the initiative and upload images and tasks in relation to reading. Staff also to promote this.		See saw Engagement Twitter hashtags Family feedback
Feedforward from Review					

- Coverage - Teaching and whole school strategies: Supporting great teaching & Pupil assessment and feedback, One to one and small group tuition and intervention programmes					
Barrier	Chosen Action /Approach	By Who	Desired Outcome / Impact	Review (Rag Rated)	Evidence
Pupils to receive high quality feedback in line with the schools marking and feedback policy	2.1 Staff comment and promote stretch and challenge through the seesaw and Purple Mash feedback functions Costings – Nil (Part of everyday Practice)	Class Teams	Seesaw promotes the schools marking and feedback policy . Staff understanding pupils strengths and weaknesses to improve their learning		See saw Engagement Twitter hashtags Family feedback Purple Mash
	2.2 Staff promote new learning through clear instructional videos and voice recordings Costings – Nil (Part of everyday Practice)	Class Teams	The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely.		See Saw Journal Purple Mash Evidence Virtual Curriculum Plans School Website Twitter Curriculum Overview
	2.3 The virtual curriculum is updated weekly and complimented by individualised tasks and feedback through seesaw, purple mash, email and twitter. Weekly contact with families also promotes the curriculum . Costings – £2000	SLT Wellbeing Class Team R White- Design	The school uses a digital platform to support effective communication and accessibility for all pupils and their families. The school created platform is user friendly and designed for families and pupils		See Saw Journal Virtual Curriculum Plans School Website Twitter Curriculum Overview Cpoms Email Purple Mash
Feedforward from Review					

Coverage - Wider strategies: Supporting parent and carers & Access to technology					
Barrier	Chosen Action /Approach	By Who	Desired Outcome / Impact	Review (Rag Rated)	Evidence
Pupils and Families not having access to technology	3.1 The school has a loan service for devices that allow all pupils access to learning Costings £500	SLT IT Technician	Staff are aware of potential limited access to the internet, and suitable devices, for pupils which impact on remote education provision.		Loaned Laptop List Family form of access to devices and internet User Agreement signed Evidence of access to curriculum and online platforms Attendance to online teaching
	3.2 Extra Data and 4G is purchased for identified families in need of internet access Costings £500	SLT IT Technician			
	3.3 All pupils, where relevant and appropriate have access to an Office 365 account Costings £400	IT Technician	Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right structures and provision in place to help remote education.		Attendance to online teaching Seesaw and Purple mash logs Completed work Timetable of lessons available
	3.4 Families have access Tutorial videos for VLE, SeeSaw, Purple mash and clear visual instructions on how to use a school device Costings £400	Middle Leaders			
	3.5 Pupils have a clear timetable of Live Lessons, where relevant and appropriate Costings – Nil (Part of everyday Practice)	Class Teams			
	3.6 Offline provision that matches online, as far as possible, is provided to families who request this. Costings £500	Class Teams	Suitable alternative arrangements to minimise the impact of these limitations to technology are in place through offline provision		Offline Packs Parent Feedback forms Home visit logs
Feedforward from Review					

Coverage -Wider strategies: Supporting parent and carers and Transition support					
Barrier	Chosen Action /Approach	By Who	Desired Outcome / Impact	Review (Rag Rated)	Evidence
Impact of lockdown on pupils and family's mental health and wellbeing	4.1 All families have either Home Visits and or Weekly Phone safe and well checks Costings Factored in previously	Wellbeing team Class Teams Assistant Heads	Leaders and class teams know their families well and provide appropriate individualised interventions in a timely manner		Family forms CPOMS Visit logs
	4.2 Where identified Additional Food Hampers and or educational packs and resources are provided and delivered to families. Costings £1500	Wellbeing team	Leaders and class teams know families well and provide additional support or signpost families to additional support		
	4.3 Pupils have Daily contact with their class team through seesaw and twitter Costings Factored in previously	Class Teams	Pupils can talk to their class teams when needed and positive mental health is promoted		Seesaw Twitter
	4.4 Our families are updated in a timely manner about the local and national updates. Family Views are collected regularly Costings – Nil (Part of everyday Practice)	SLT	Families feel included and their views valued by the school. They have access to different forms of communication		Letters Texts Facebook Microsoft Forms Emails Twitter
	4.5 The school ensure that all external agencies are updated and feed into plans for pupils and families in a timely manner Costings – Nil (Part of everyday Practice)	Safeguarding and attendance teams	The school has a coproduced way of working with other agencies that is well established		CPOMS
	4.6. Daily safeguarding meetings Costings – Nil (Part of everyday Practice)	SLT and Safeguarding wellbeing teams	To ensure SLT and safeguarding respond at pace and appropriately to identified SG concerns		Actions from meetings
	4.7 Identified staff for outreach to support families meeting needs of their children Costings – £1000	Wellbeing Class Teams	The school have an outreach service available to families identified through safe and well checks		CPOMS Outreach timetable
Feedforward from Review					

Barrier	Chosen Action /Approach	By Who	Desired Outcome / Impact	Review (Rag Rated)	Evidence
Uncertainty around examinations	5.1 Recruit and train an Additional tutoring for mathematics interventions up to GCSE Level Costings £12.000 per term x 3	Maths Lead and Tutor Deputy Safeguarding lead	Identified pupils are offered additional opportunities for stretch and challenge and to further support in diminishing the difference.		Examination Evidence Assessment Evidence VLE
	5.2 Learning from the June 2020 series and continuing to ensure robust evidence of examination grades is in place Costings – Nil (Part of everyday Practice)	Middle Leaders BTEC Tutors Quality Nominee	All pupils sitting examinations have a robust evidence base of grades achieved in line with requirements. Middle Leaders report this to the examinations officer in a timely manner		Examination Evidence VLE
	5.3 Ensuring staff and pupils are up-to-date with examination requirements and changes Costings – Nil (Part of everyday Practice)	Middle Leaders, BTEC Tutors Exams Officer	All staff and their pupils are aware of the changes and updates to their qualifications and the evidence required meets the changes and updates		Emails of updates Communication with class teachers Family log CPOMS
	5.4 All staff teaching qualifications promote exam learning for pupils that are at home. Costings £150	Middle Leaders, BTEC Tutors Quality Nominee	Pupils who are at home are still completing learning required gaining the knowledge and skills outlined in their examination syllabus and providing the evidence for assessment		Updated Assignment briefs Planning VLE
Feedforward from Review					
Total Expenditure			£44,225.00		