



## Covid 19 Catch up statement and Plan: Clee Hill Community Academy

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, a £350 million National Tutoring Programme will provide additional, targeted support for those children and young people who need the most help.

The plan below summarises how Clee Hill Community Academy intends to use the universal catch up premium to support pupils in their education and well being.

1. Summary information			
School	Clee Hill Community Academy		
Academic Year	2020/2021	Total Covid 19 catch up budget	Awaiting confirmation - Approx £7,000
Total number of pupils	158	Number of pupils eligible for PP	2020/ 2021 - 27 pupils

Covid 19 school information (March - July 2020)

- 7 out of 26 **PPG pupils** attended school during school closures- 27%
- 45/ 120 **all pupils** attended school (38%) so the number of **PPG pupils returning to school was lower than that of all pupils.**

*Note: evidence is suggesting that PPG children will need additional support for Catch up and school evidence supports this view. PPG will be a key element of teaching staff and TA performance management.*

Support given for PPG pupils in addition to support for all pupils:

- Intervention grids in place showing individual support offered to PPG families, in addition to support given to all families.
- Spare uniform at the top of the roads for families getting ready for September, work books, stationary kits, "help yourself" equipment
- Flexibility on uniform for families returning (shop closures and additional financial pressure)

- Food bank details issue to families - Tenbury Food Bank no longer requiring a referral from school and parents can self-refer which removes any barriers for parents being embarrassed to get a referral



## Plan for Covid 19 catch up Spend in 2020- 2021

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<p><b>In-school barriers</b></p> <ul style="list-style-type: none"> <li>- Attendance</li> </ul> <p><b>Focus for 2020-21 Covid catch up</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Phonics</li> <li>• Mental Health</li> <li>• PPG - closing the gap</li> <li>• Maths</li> </ul>		
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Most pupils, including PPG to reach ARE in reading and phonics through intervention and quality teaching	Pupils eligible for PP in each class make rapid progress for reading and phonics by the end of the year so that most pupils eligible for PP meet age related expectations.
<b>B.</b>	Pupils to have access to support with mental health throughout school	Pupils to feel safe and happy at school and therefore able to assess lessons and make academic progress.
<b>C.</b>	Pupil Premium Passports will accurately address barriers to learning and consider intervention/ approaches to reduce these barriers.	All PPG pupils to have a personalised plan to address barriers to learning and a plan to overcome these barriers
<b>D.</b>	Most pupils, including PPG to reach ARE in maths through intervention and quality teaching	Pupils eligible for PP in each class make rapid progress for maths by the end of the year so that most pupils eligible for PP meet age related expectations.
<b>E.</b>	Good attendance rates for pupils eligible for all pupils including PPG pupils.	Overall PP attendance improves from to 96% in line with school target

4. Planned expenditure					
Academic year	2020/2021				
Quality of teaching/ targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Most pupils, including PPG, to reach ARE in reading and phonics through intervention and quality teaching	RIG for all pupils who are below ARE Daily reading for PPG pupils Phonics intervention grid Interventions ran by qualified teacher in small groups for 3 days a week.	Phonics and reading form the basis of most subject learning and need to be prioritised. Government documents expresses the need to prioritise reading and phonics.	TAs employed specifically to focus on interventions for reading and phonics Breakfast club - extra member for staff to hear readers Volunteer readers trained to support teachers Part of teacher and TA performance management	DR & HT	Pupil progress meetings RIG grids evaluated with data and analysed by CT
B Pupils to have access to support with mental health throughout school	No worries program Staff training Mental Health ambassadors Focus for PD day	<a href="https://www.mentalhealth.org.uk/statistics/mental-health-statistics-children-and-young-people">https://www.mentalhealth.org.uk/statistics/mental-health-statistics-children-and-young-people</a>	Cover for SH for no worries Whole staff training on PD day Application for MH training for staff	HT	Review every half term with staff MH/ pupils of concern on every week for SM
C Pupil Premium Passports	All PPG pupils to have a personalised plan to address barriers to learning and a plan to overcome these barriers, including pupils in the EYFS	Used by outstanding schools such as <a href="http://www.fieldingprimary.com/pupil-premium/">http://www.fieldingprimary.com/pupil-premium/</a> who have showed that the focused level of support for PPG pupils enables	PPPs written by staff All PPG pupils assigned a mentor Opportunities for staff to evaluate barriers to learning and specific areas to overcome these	HT/ all staff Written and evaluated termly	Evaluated termly as part of pupil progress meetings

<p>D Most pupils, including PPG to reach ARE in maths through intervention and quality teaching</p>	<p>Interventions ran by qualified teacher in small groups for 3 days a week.</p>	<p><a href="https://educationendowmentfoundation.org.uk/school-themes/mathematics/">https://educationendowmentfoundation.org.uk/school-themes/mathematics/</a></p>	<p>Maths interventions written and reviewed termly Specific roles for adults for 'catch up' Mastery teaching - no child left behind</p>	<p>HT/ RP</p>	<p>Pupil progress meetings</p>
<p>E. Good attendance rates for pupils eligible for all pupils including PPG pupils.</p>	<p>Admin/ HT to monitor pupils and follow up quickly on absences. All vulnerable pupils and PPG on absence list. Clear action plan every half term to evaluate attendance and focus on any potential persistent absences. Celebration opportunities for good attendance every term.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Thorough half termly meetings to discuss concerns and existing absence issues head/ admin will collaborate to ensure absence procedure is rigorous.</p>	<p>HT/ Admin/ EWO</p>	<p>Half termly with EWO</p>