



COVID-19 catch-up premium spending: summary

STRATEGY STATEMENT

Objective: *to recognise the challenges this generation has faced and ensure that every child reaches their potential on return to onsite education. We will do this through redistribution, refocus, assess, and teach.*

Background: For the last year there has been drastic disruption to the children of this generation and it is clear that their education and learning has been greatly affected. It is also clear that those who have suffered the most are our disadvantaged children. All assessments already undertaken show that attainment of the children is considerably lower than previous years. This was before the second lockdown which has lasted almost a term.

We are no longer on a normal school cycle and cannot pretend that we are. This means that we must act now to design a school development plan and structure that meets the current context. We all must champion outcomes for all children and ensure every aspect of school resource is seamlessly working together to think in a solutions driven way and makes an impact on children's lives.

Principle of the plan:

Refocus - To simplify the SDP to be outcomes driven and remove all other projects and redesign leadership positions to provide greater capacity and support across chosen year groups.

Redistribution - To ensure that all school resources are focused at improving children's outcome.

Assess and teach - To build in regular assessments to identify gaps in knowledge and provide timely support through Q1T, intervention and parental engagement.

Key Actions

Refocus

- Leadership positions to be updated and redefined to provide a greater level of capacity and support to Head of Phases across chosen year groups.
- Use online tutoring programs as well as face to face tutoring/intervention groups to help pupils catch up
- School development plan to be rewritten and focused on levels of attainment and outcomes as well as developing the wider curriculum
- Timetables to be revised to focus on core learning that meets the priorities for the chosen year groups
- Leadership team positions redefined to provide the greatest level of capacity to children

Redistribute



- Senior leaders roles to be focused on creating and implementing the **educational recovery plan** across either the upper, middle or lower area of the school with full responsibility of for children's the school
- Middle leaders roles to be re focused on leading the educational recovery plan in partnership with the senior leaders. This focuses on assessment and intervention

Assess and teach

- Since our return a greater focus on assessment weeks and intended learning has been implemented
- For an ongoing assessment to be at the heart of teaching to allow for timely reports on children's progress
- Regular assessment and feedback opportunities from key leaders to report progress
- All effort and resource focused on teaching and learning
- Parents to be informed on a regular basis the progress of their child
- Staff to plan and deliver lessons that meet the needs of the children and focus on the intended learning

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Staff release, training and resources to support Q1T and development (mini dive process)	To create a culture of improvement across the school and focus on educational recovery	Professional development and staff understanding	Leaders allocated to key areas of the school as part of the plan	JC and KD	Autumn
Total budgeted cost:					£7,500
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?



To engage with the NTP program and utilize the extra staffing towards	For targeted support in small groups to be given to children as part of the recovery plan	Tutoring following assessment is proven to make a difference to outcomes	Use of NTP and senior leaders assessments	JC and LN	On going
Total budgeted cost:					£13,800
Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Laptop support	Purchasing devices for children in class	Technology to open up learning and bridge the divide through online programs	MH timetabled time	MH	On going
Online programs to support children	Intervention and targeted catch up	Using learning village and maths whizz we can use more capacity to help learning	Monitored by SLT and shared in weekly briefing	JC, IL and MH	On going
Total budgeted cost:					£