COVID-19 catch up premium strategy 2020-21

Name of school/academy: Forest 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

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| **Date of strategy publication** | | | Dec  2020 | **Review dates** | | | March 2021  May 2021  July 2021 |
| **Total number of pupils:** | | | 240 | **Total catch-up premium budget** | | | **£20,160** |
| **Disadvantaged pupils (%)** | 62.08% | **Pupils with EHC plans (%)** | | | 1.1 | **Pupils on SEND support (%)** | 14% |

| **Catch-up premium strategy statement** |
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| We serve a diverse, vibrant community of which there are 240 pupils on role. Shrublands is an area of high deprivation with the majority of children coming from the local social housing estate and a significant proportion of families living in temporary accommodation. There is a high proportion of children with EAL, with new arrivals often starting with little or no English. Mobility is fairly high with 41 children joining the school in 2019-2020 and 24 leaving. Attainment on entry is significantly below national in EYFS, particularly in communication and language, although those children that attend the private Kendor nursery on site, graded ‘good’ by Ofsted, have significantly better oracy skills on entry. Our catch up premium priorities include:  **Catch Up Premium Priorities**   * To close gaps in phonics knowledge and understanding in Year 1 as a result of the period of lockdown. * To develop reading stamina and skills in KS2 * To develop and embed basic arithmetic skills, including times tables, in KS2 * To develop computing skills and confidence across the school in the event of further periods of remote learning * To provide additional emotional and behavioural support for specific children at lunchtimes to enable children to be ‘ready to learn’ for their afternoon session. * To provide additional resources to support children with SEND to enable them to close gaps e.g., dyslexia screening for identified pupils   Disadvantaged children will be prioritised for all interventions, along with those families whose attendance and punctuality are impacting the progress their children are making in school. Interventions will be monitored and reviewed half termly to enable those children that have made progress to be replaced by additional children that require the intervention. |

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

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| **Intended Outcomes** | | **Actions** | **Success criteria** | **Dates** | **Lead** | **Cost** |
| To provide additional resources to support children with SEND to enable them to close gaps e.g. dyslexia screening for identified pupils | | Children identified as having significant gaps in reading or writing progress in KS2 are screened for dyslexia in the spring term. | Appropriate resources and scaffolded support are provided for those children diagnosed as having dyslexia to enable them to make progress and close gaps in their attainment. | Spring Term screening | SENCo | £375.00 |
| To provide additional online teaching and learning resources to improve engagement and attainment in maths. | | Purchase a 1 year subscription for Times Tables Rockstars and Numbots programmes for the school. | Children at Forest Academy are engaged in their times tables learning and times tables facts are embedded via children regularly accessing the programme at home and at school. | From  01.12.2020-01.12.2021 | DHT (Maths Lead) | £240.90 |
| To provide additional resources to support children with EAL to enable them to close gaps | | Racing to English programme purchased to ensure children coming to Forest Academy with little or no English are supported with a structured intervention programme to develop their basic language and vocabulary skills. | Children with EAL are able to make good progress in their language development enabling them to build positive relationships with their peers and adults and support them in their learning across the curriculum. | From Dec 2020 onwards | SENCo | £100.00 |
| To provide additional stationery/learning resources for children and staff during period of remote learning to enhance modelling and engagement in live zoom sessions and interventions. | | School to purchase headphones, whiteboards and pens, visualisers, additional flipcharts and iPad tripods | Children in school learning in mixed year group bubbles are able to access remote learning videos on Google classroom without disruption. Children at home are able to engage and interact with live sessions by using whiteboards. Staff are able to improve quality of modelling in teaching videos by using visualizers and videoing flipchart sessions. | From Feb 2021 | Int Princ | £1,231.93 |
| To provide equal access for all children to reading books during the lockdown/partial opening period. Reading is a key priority at Forest. | | Purchase a 1 year subscription to Bug Club Ultimate – an online personalized reading platform. | All children have access to a large range of online texts at their reading level and their engagement and progress can be monitored by their class teacher. | From Feb 2021 | English Lead | £1468.99 |
| To close gaps in phonics knowledge and understanding in Year 1 as a result of the period of lockdown. | | Daily Phonics Breakfast Masterclass set up every morning between 8:00-8:30 led by an experienced LSA. Breakfast provided. | Children participating in the phonics masterclasses make good progress in phonics -evidenced in half termly assessments and their learning in the classroom.  Improved punctuality and attendance for children attending. | Autumn  16.11.2020 -11.12.2020  Spring/  Summer 15.03.21 – 23.07.21 | LSA | 3 hours per week  £200.28  £751.05 |
| To embed basic number and arithmetic skills | | Daily KS2 Breakfast Masterclasses from 8:00-8:30 focusing on basic maths and reading skills led by an experienced LSA. Breakfast provided. | Children participating in the Breakfast masterclasses make good progress in developing their reading skills and stamina and basic number skills -evidenced in half termly assessments, weekly arithmetic and tables tests and their learning in the classroom.  Improved punctuality for children attending.  Improved attendance for children attending. | Autumn  16.11.2020 -11.12.2020  Spring/  Summer 15.03.21 – 23.07.21 | LSA | 3 hours per week X 2  £400.28  £801.12 |
| To ensure the pupils are encouraged to attend the preschool masterclasses | | Breakfast for pupils attending Breakfast masterclass | All pupils to maintain good attendance to the masterclass activity | Spring/  Summer 15.03.21 – 23.07.21 | LSA | £47.50 |
| Ensure the year 3 pupils make accelerated progress to reduce the gaps in learning - with smaller and focused learning groups. | | To address the gaps in learning especially of the year three pupils.  To support individuals to make accelerated progress to achieve in line with their peers. | Qualified teacher running interventions 4 mornings a week in KS2.  Additonal books purchased for Y3 reading corners to inspire boys reading. | 08.03.21 – 23.07.21 |  | 12 hours a week  £8,449.03  £579.00 |
| To provide access to specific online learning programmes during maths and reading intervention sessions | | 12 Chromebooks ordered to be used in reading and maths interventions- | Children in KS1 and KS2 are able to access a wider variety of interventions during the masterclasses, including Times Table Rockstars and NumBots to embed basic number skills and close gaps in learning. | Ordered Dec 2020 | Int Principal | £1895.76 |
| To provide a whole school computing curriculum to enhance teachers’ and pupils’ computing skills maximizing the use of the devices donated by the government. | | Purple Mash Computing Programme Purchased for one year. | Children from Y1 -Y6 are taught a high quality, progressive and cross curricular computing curriculum to develop their computing skills, knowledge and confidence, in case of further remote learning episodes. | March 2021 | Int Principal | £875.00 |
| To provide additional emotional and behavioural support for specific children at lunchtimes to enable children to be ‘ready to learn’ for their afternoon session. | | Children are identified as having behavioural or emotional difficulties on the playground or in class by the class teacher and referred to the PFSO/SENCo.  Children are supported at break and/or lunchtime by working with an LSA or PFSO ‘drawing and talking’ Programme or social skills activities. | Children are able to return to class after break and lunch in a calm, positive frame of mind, ready to learn.  Children make good progress with their learning.  Number of behaviour incidents involving the children is reduced, impacting on the engagement and focus of the other children in the class. | Autumn  16.11.2020 -11.12.2020  Spring/  Summer 15.03.21 – 23.07.21 | PFSO | 5 hours per week  £4,248.75 |
| **£19189.83** |

Review of strategy:

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| **Date** | **Impact of actions taken** |
| July 2021 summative review | Swift diagnosis of SEND needed following lockdown. Strategies in place for summer term impacted positively on pupils’ progress. The year 6 pupil achieved expected standard in RWM and the support for the year 5 pupils will continue in the coming academic year.  All children at Forest have access to TTR and are eager to engage with it. TTR is incorporated into home learning each week as well as class based interventions to embed mental arithmetic skills. Summer term maths assessment data was in line with or exceeded Trust data in Y1,3,4 and 5.   * With the high mobility in the school several pupils have joined with little/no English. All EAL in the school settled well and were able to establish positive relationships with adults and their peers. * High quality remote learning was available for all pupils in Spring 2021. Staff used a range of strategies for academic and pastoral engagement. Pupil and parent voice were positive regarding remote learning.   Bug Club has impacted positively on improving reading engagement. It has facilitated the staff tracking regular reading participation and any pupil not engaging is swiftly followed up. Parent voice also indicated that the online platform was preferable to collecting books from school due to anxiety regarding CV19.  During the periods of lockdown the pupils did not make enough progress in their phonics when learning remotely.  Those children that participated in the daily Phonics Masterclasses in the autumn and summer terms and attended regularly displayed a significant improvement in their phonics knowledge as evidenced by the improvement in their phonics scores taken at the beginning of the sessions and the end. This was also reflected in phonics assessments carried out at the end of the summer term.  Those children attending masterclasses every day were observed as being more independent and confident in the classroom environment from monitoring the quality and quantity of learning in books from the start of the sessions to the end. The format and focus of the sessions has been reviewed and adapted for 2021 2022 to improve pupil engagement and oracy skills by swapping online programmes (TTR, Bug Club) with direct teaching of skills to replicate classroom learning format.  Those children invited to attend breakfast masterclasses to improve their punctuality and attendance did so and this impacted positively on both. School attendance figure for 2020 2021 (96.4%) was above both national and Trust figures.   * There was an increase in attendance as pupils were enthusiastic to attend the preschool sessions. Punctuality also improved.   With a teacher returning from maternity leave in the spring term, the large Y3 class (37) was able to be split into two smaller classes in the summer term.  Those pupils new to the school, and those with significant gaps in learning received reading, writing and maths focused sessions tailored to their needs. Y3 attainment was in line with IP at the end of the summer for R, W, M and combined.   * The additional Chromebooks resulted in pupils having access to devices to support their online learning in the Spring term.   Staff received computing CPD on 30.03.2021 to familiarise themselves with the new Purple Mash platform.  From Summer 1, children in Y1-6 received weekly computing lessons using either Chromebooks or ipads. Evidence of the learning undertaken by Y1-6 was gathered by computing lead at the end of the summer term in a subject scrapbook, along with pupil and staff voice which was very positive. Purple Mash Computing curriculum to continue in 2021 2022.  Lunchtime and afternoon behaviour incidents declined for those children targeted – evidenced by monthly behaviour monitoring of folders and CPOMs. |

Review of funding:

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| Committed costs | £16669.94 |