

Catch Up Premium Strategy Plan

| Summary information | | | |
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| School | Nechells Primary E-ACT Academy | | |
| Academic Year | 2020-2021 | Total budget | £13,520 |
| Total number of pupils | 177 | Date for next internal review of this strategy | December 2020 |

| 1. Barriers to future attainment & progress due to COVID-19 | |
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| In-school barriers <i>(issues to be addressed in school)</i> | |
| A. | Missed learning (During Lockdown and any ongoing bubble closures/pupils isolating) has led to gaps in learning and unsecured pre-requisites. |
| B. | Poor emotional wellbeing including anxiety. |
| C. | The negative impact on pupils quality of life, their experiences and access to enrichment opportunities. |

| 2. Outcomes | | |
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| | Desired outcomes | How they will be measured |
| A. | Pupils catch-up with missed learning, gaps are filled and they are learning an age-appropriate curriculum. | A range of formative and summative assessment approaches demonstrate whether pupils have learnt the age-appropriate curriculum successfully. Sources include, Y1 & Y2 phonics assessments half termly as well as the phonics check outcome. GLD, KS1 & KS2 outcomes compared to national. Teacher assessments in all subjects (English, Maths, Science, Humanities termly. All other subjects at the end of the academic year – as well as on-going formative assessments) |

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| B. | Pupils are happy, feel safe and enjoy coming to school. Their understanding of Emotional Literacy enables them to have self-awareness and recognition of their own feelings and know how to manage them. | Pupil voice shows that pupils are happy and enjoy coming to school. Attendance is on an upward trajectory with 98% or above of pupils attending school on a daily basis. Persistent absence is below national. Behaviour analysis demonstrates that pupils manage their own behaviour effectively. |
| C. | Parents and the wider community are confident in sending their children to school and as a result, pupils are attending school and learning is not missed. | Parent voice shows that parents are happy with the measures in place. Attendance is on an upward trajectory with 98% or above of pupils attending school every day. Persistent absence is below national. |
| D. | Pupils are well supported with their needs being met through our multi-agency approach. Opportunities for enrichment and aspirational opportunities are maximised resulting in pupils having love of learning and being well equipped for their future. | A range of formative and summative assessment approaches demonstrate that pupils' needs are met and they are making accelerated progress. Pupil voice, as well as evidence in journals and on registers, indicates that they are accessing a range of enrichment and aspirational opportunities. Sources include: Half termly behaviour analysis summary, attendance to extra-curricular clubs analysis. Y1 & Y2 phonics assessments half termly as well as the phonics check outcome. GLD, KS1 & KS2 outcomes compared to national. Teacher assessments in all subjects (English, Maths, Science, Humanities termly. All other subjects at the end of the academic year – as well as on-going formative assessments) |

| 3. Planned expenditure - Quality of teaching for all | | | | | | |
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| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff Lead | Review Date | Review Comments |
| Pupils catch-up with missed learning, gaps are filled and they are learning an age-appropriate curriculum. | Pre-requisites are assessed. Where gaps are identified, teachers amend the timetable to fill them. TAs timetabled to deliver pre-teaching and gap getting from 8.30-9.00am daily. | Baseline assessments and ongoing formative assessment evidence demonstrates that pupils have gaps in their learning. A front ended approach to intervention (pre-teaching) will support pupils to be ready to learn the curriculum at the point of learning. | Regular reviews through weekly curriculum effectiveness meetings, lesson visits, data drops and coaching. | LM/DC/SM | 14.12.20 15.2.21 5.4.21 21.6.21 | |
| All staff are skilled in swiftly identifying and addressing gaps in learning, pupils reach age related outcomes. | An on the spot coaching programme is embedded to support staff to maximise opportunities for formative assessment and to adapt the curriculum where appropriate | Baseline assessments and ongoing formative assessment evidence demonstrates that pupils have gaps in their learning. | Training for senior leaders on coaching. Head teacher and RED to quality assure the impact. Impact will be evidenced through weekly book looks | LM/DC/KM | Half termly | |

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| | to support accelerated progress. £2372.80 Cover to release SLT | | and curriculum effectiveness meetings. | | | |
| Total budgeted cost | | | | | | £2372.80 |

4. Planned expenditure - Curriculum

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff Lead | Review Date | Review Comments |
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| Pupils are well supported, their needs are met through scaffolding, curriculum adaptations where needed and our multi-agency approach. | Identify pupils who may have gaps in learning, additional needs as a result of Covid, missed learning, other contributing factors. Populate a revised provision map to monitor and track support/impact. Use additional external agencies and TA's to support and meet pupils needs. Inclusion lead to work additional hours to ensure pupils with additional gaps in learning and/or Covid related needs are met. | Baseline assessments indicate that a higher % of pupils are working below ARE compared to this time last year. | Headteacher will quality assure each programme provided and their impact. | SM/NB | Half termly. | |
| Total budgeted cost | | | | | | £2000 |

5. Planned expenditure – 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 | Review Date | Review Comments |
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| Pupils catch-up with missed learning, gaps are filled and they are learning an age-appropriate curriculum. | Identified pupils to receive 1:3 after school tuition sessions in S&L Reading, Writing and Maths. (12 sessions offered per week over 30 weeks) £6109.20: Tuition | Baseline assessments and ongoing formative assessment evidence demonstrates that pupils have gaps in their learning. Nechells staff will deliver the interventions as they know the pupils and their needs well. They understand our approach to T&L. Learning that has taken place in these sessions can then be applied in the classroom. | SLT will monitor the impact and effectiveness of the sessions. Entry and exit assessments at start/end of each intervention. Each tuition programme will last for 6 weeks. Weekly curriculum effectiveness meetings alongside assessment evidence will highlight whether targeted pupils are learning the appropriate curriculum and that gaps have closed. | LM | 12.12.21 14.2.21 18.3.21 3.6.21 10.7.21 | |
| Pupils are happy, feel safe and enjoy coming to school. Their understanding of Emotional Literacy enables them to have self-awareness and recognition of their own feelings and know how to manage them. | TA to be trained to become an ELSA (emotional literacy support assistant) and deliver targeted interventions to pupils with SEMH needs. £450: ELSA | Evidence from baseline entry and exit of intervention. Evidence from Cpoms entries reflects that pupils manage their feelings and behaviour effectively. | Inclusion lead will quality assure the programme content and delivery as well as analyse the impact and next steps. | SM | 1.3.21 10.7.21 | £450 |
| Total budgeted cost | | | | | | Total: £6559.20 |

| 6. Planned expenditure - Other approaches | | | | | | |
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| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff Lead | Review Date | Review Comments |
| Enrichment and aspirational opportunities are maximised resulting in pupils having a love of life, learning and being well equipped for their future. | To invite our aspirational figures (carefully selected people from a range of backgrounds and careers who share informational about their jobs – opening doors-opening minds) to present remotely (see annual overview) Purchase other enrichment resources e.g. Black history virtual programme. Invite external professionals to deliver specialist enrichment | Pupils have limited opportunities outside of school. Despite Covid restrictions, we aim to continue to offer an enhanced programme of enrichment and aspirational opportunities. | SLT will monitor each element of the programme and use a range of evidence such as attendance rates, pupil voice, acquirement of new knowledge. | SLT | Half termly | |

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| | opportunities e.g. Drama/Dance club £1150: Enrichment costs | | | | | |
| To ensure that all pupils who have experienced any kind of trauma are identified swiftly and supported effectively. | To qualify as a Trauma Informed Attachment Aware school (TIAAS) The TIAAS programme has been further developed in response to the COVID-19 pandemic in order to provide schools with a focused, relevant and responsive input around understanding and making sense of the collective trauma we have experienced; becoming trauma informed settings; and promoting individual and collective resilience, recovery and healing. £1150: Enrichment costs | We strive to support to the highest standard possible our families who have experienced trauma. This highly accredited training and qualification led by specialist educational psychologists will ensure that we support the emotional development of all of our children. | The inclusion & pastoral team will lead the implementation of the programme and monitor its success through a range of approaches e.g. pupil voice, surveys, behaviour record analysis, safeguarding incident analysis. | SM | Half termly. | |
| Total budgeted cost | | | | | | Total: 2588 |
| Grand total budgeted cost | | | | | | £13, 520 |