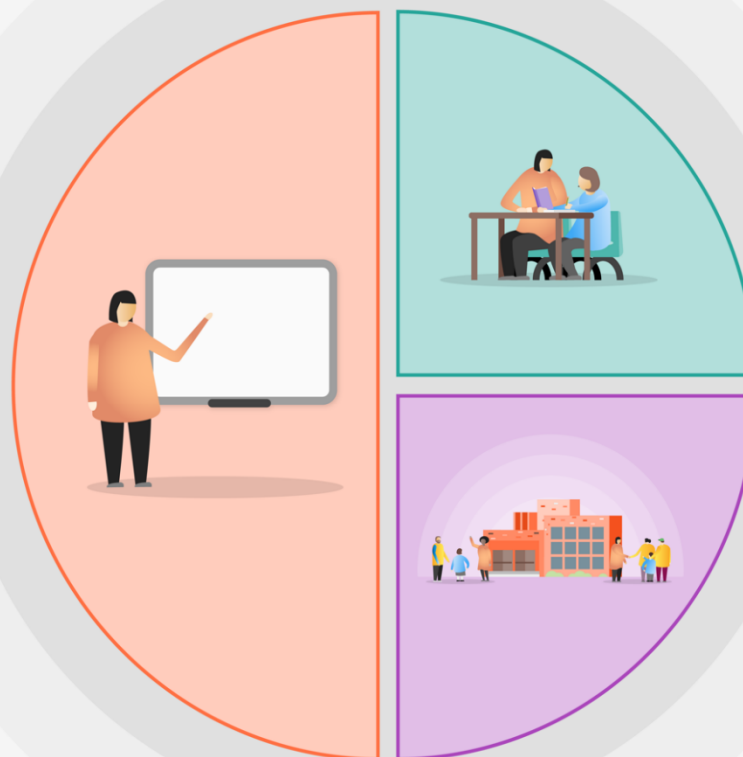


COVID-19 and Pupil Premium Catch Up Plan

Watling Academy

1 Teaching

- Adjustment to curriculum during first half term with students engaging in project-based learning which allows teachers to cover key skills not covered during school closure period. Students to be taught in mixed-ability groups for first half term at least to facilitate this.
- Low stakes testing and summative assessment used frequently in lessons to identify gaps in knowledge and areas for development for individual students.
- Adjusting Schemes of Work in specific subjects to cover content and skills missing
- CPD Teaching and Learning for staff focused on sound and profound teaching.
- Sharing good practice – through Learning Walks, through informal discussions and through mentoring.
- Rearrange groups to support progress at all levels
- Seating Plans used to support students needs in terms of learning
- Scaffolding work to support catch up for specific skills and knowledge
- Using CAT4 data to inform planning and intervention in the classroom



2 Targeted academic support

- Literacy and numeracy interventions led by Teachers and Teaching Assistants (1-1 and small groups)
- Distribution of Teaching Assistants to support students with EHCPs in lessons. Additional deployment of Teaching Assistants to support in core subjects.
- After school provision for identified students led by SENDCo and Inclusion Assistant
- Targeted behaviour for learning mentoring to support academic progress.
- Participation in National Tutoring Programme focused on targeted support for Pupil Premium students.

3 Wider strategies

- Pastoral support from HOY/SEND team with students who have emotional barriers to school caused by closures
- Support from Inclusion and Student Support Assistant with barriers to academic progress
- Regular contact between school and parents/carers of those students identified as SEND or Pupil Premium
- Use of rewards to motivate students, especially those who are disaffected due to closures.
- Personalised contact between form tutors and parents/carers, including virtual parents evenings in absence of face-to-face meetings.
- Focus on transition activities and support to assist students with a smooth start to Secondary school.

COVID-19 and Pupil Premium Catch Up Plan

Watling Academy

COVID Catch Up Funding – 180 students on roll - £80 per student x 180 = £14,400

Pupil Premium funding approx. = £22,200 (Based on November census 2020 – 22 students)

Stream	Predicted spend	Budget	Underspend/(overspend)
PP	£ 23,077	£ 22,200	-£ 877
Catch up	£ 15,595	£ 14,400	-£ (1,195)

Area of Priority	Strategy	Cost	Impact	Time Scale
1. Knowledge and understanding of key concepts at KS2 that were missed due to the school closures. Some students will struggle to access the full KS3 curriculum due to missed schooling.	Full liaison with primary schools to determine skills and knowledge missed. Also found out information about students who were not engaging with home learning. Students will be identified from baseline data, teaching staff and early identification (primarily from primary schools). Additional group teaching to be used to assist with closing gaps. Selected students to	<ul style="list-style-type: none"> - Liaison with primary schools DHT – 1 day per week for 6 weeks - Additional group teaching - catch up during the day TA – 200 minutes per week for 38 weeks - After school lessons SENDCO 40 minutes per week x 1 	Individuals and groups to be taught missed concepts from KS2 and move closer to personalised targets. Students to have made progress towards their personal targets and achieve this by the end of Year 7.	After school lessons to begin in November and run 4 times a week throughout the year.

	<p>attend one weekly lesson after school focused on covering key concepts needed to catch up with the rest of the cohort. Groups will be led by teachers and Inclusion assistant.</p> <p>Teaching staff to use low stakes testing regularly within lessons to identify gaps, review knowledge and inform planning for future lessons and term plans.</p>	<p>Inclusion assistant 80 minutes per week</p> <p>£4,245</p>		
<p>2. Students have not sat SATs assessments at the end of KS2. In most cases, data from the primary schools is from a mock SAT taken in January and does not reflect where the students are academically when starting in September.</p>	<p>All students within the cohort to sit CAT 4 assessments within the first half term which will give a standardised score. Data to be used by members of staff to inform planning for intervention at both a classroom and for outside interventions. Will use teacher-based assessment in addition from project-based learning to help inform group moves.</p>	<p>- CAT 4 assessments - £1770 - Access tests - £480 - Project based learning resources</p> <p>£2,500</p>	<p>Inform teacher planning, and teaching and learning. Identify gaps in achievement for each student so that intervention both in and out of class can take place.</p>	<p>November onwards.</p>
<p>3. Additional support for those who may have barriers to their learning and progress due to</p>	<p>Appointment of Inclusion and Student Support Assistant to assist with inclusion of those students who may have faced</p>	<p>- Inclusion assistant x 2 after school club - Cover supervisor x 3 after schools</p>	<p>Individuals to be fully engaged with the curriculum. Students should make progress to bring them in line with</p>	<p>Ongoing support for identified students starting September.</p>

<p>school closures. This could include attendance, behaviour for learning and others barrier. This will be priority for students on the SEND register or identified as pupil premium.</p>	<p>barriers to their learning during school closures. I&SSA to work alongside SEND and Pastoral teams and intervene with identified students who have barriers to their learning. This may include supporting students with attendance issues, those displaying poor behaviour or those who are anxious following the closures. I&SSA to help with catch up plans by running after school homework provision twice a week, and an additional catch up lessons for selected students three times a week. I&SSA to begin early intervention with those students who may be disaffected and struggle with behaviour for learning. I&SSA to also run provision for Reflection and Inclusion, assisting the Head of Year to ensure all students can access quality first teaching within the classroom. I&SSA to complete small catch up intervention groups with individuals</p>	<p>£4000</p>	<p>their peers in terms of progress towards their personal end of year targets.</p>	
---	--	--------------	---	--

	and small groups.			
4. Literacy. Students with weaker levels of literacy or additional needs may have regressed due to long periods without specific intervention.	Additional 1-to-1 and small group interventions for most vulnerable students (SEND, PP). Teaching Assistant to run small group interventions focused on basic reading and comprehension. Using baseline assessment data, students will be grouped according to need and attend sessions for 30 minutes between 1-3 times a week (depending on need). Whole school focus on Literacy, including focused time for reading within tutorial and motivational displays around the school building which promote a love of reading.	<ul style="list-style-type: none"> - 1 to 1 sessions - Small group interventions (Cost of TA included above) <p>£1200</p>	Students' reading age improved to be closer to their chronological age. This will enable students to fully access the curriculum and make expected levels of progress in line with their peers.	Students to attend sessions for a half term from September. Assessment will be taken at the end of each half term and provision reviewed if expected progress not made.
5. Numeracy. Students who struggle with basic number skills may have made negative progress due to school closure period.	Additional small group interventions for students identified as needing further support (priority for SEND and PP) Sessions to be run by qualified Maths teacher. Sessions to focus on basic number skills to help support learning within the classroom. Students will attend sessions for 30 minutes 1-	<ul style="list-style-type: none"> - Cover supervisor Maths intervention (8 hours per week from Jan) <p>£1850</p>	Students fully caught up with missing concepts in Maths. Individuals should improve their numeracy skills so they are more in line with their peers.	Students to attend sessions for a half term. Assessment will be taken at the end of each half term and provision reviewed if expected progress not made.

	2 times a week.			
6. To ensure all students do not fall behind if at home for COVID related reasons.	Member of staff given responsibility to organise home learning provision across the Academy that ensures all pupils regardless of home circumstance are able to access a full, challenging and appropriate curriculum from home.	- Home learning costings £1800		

It is important to note that Pupil Premium students will be prioritised with other students within the cohort who have been highlighted through our process of early identification.

Additional Pupil Premium costings:

Strategy	Costing
1. All of above	As above
2. TA focused feedback	1 hour per week (TA) on average £532.
3. Metacognition and self-regulation (learning to learn)	External CPD £170.
4. Reading Comprehension strategies	£900
5. Year 7 intervention	Additional transition work by DHT, as detailed above £700
6. One to One tuition	(included above in 4)
7. Purchasing equipment, uniform, cooking ingredients etc	Approximately £500
8. Behaviour interventions	Inclusion assistant - 15% of time spent on Behaviour- 50% attributable to PP £1710

9. Parental Engagement	60 minutes HoY per week – approx. £1700 for the year
10. Senior teacher i/c Pupil Premium	120 minutes HoY per week – approx. £3400 for the year
11. Family Support	Phone calls home (included in above). Home visits by attendance officer (included in above) 15% of time spent on Family Support - 50% attributable to PP £1710
12. Personalised intervention	SON interventions –Included in PP 4, and 50% of cost of inclusion officer interventions £1200
13. National Tutoring Programme	Covid catch up tuition for Maths and English – low attainment group, middle attainment blocks – 10 blocks of 15 on 1 to 3 (£183 x 10) proposed by HoY. Subject to change based on budget. £1830
14. Supported Transition once at Watling	Part of HoY PP lead
15. Laptop user	Have access to 4 laptops from DfE. No additional cost at present
16. Inclusion assistant support	15% of time spent on Inclusion - 50% attributable to PP £1710
17. Breakfast Club	Breakfast Club – funded places for pupils at £5 per week in term time (£190 per pupil)
18. Pupil Premium Profiles	1 hour per tutor per half term £1370
19. Tracking PP progress	Part of HoY PP lead £1700
20. Strong careers advice, information and guidance	As part of tutor time and well being lessons – increased focus. No cost.
21. Attendance interventions	Attendance officer - 15% of time spent on Attendance - 50% attributable to PP £1710
22. Focused literacy and numeracy intervention	Included in PP4, Cover supervisor maths interventions (50% charged to PP, 50% to catch up) £1850
23. Other	