Serlby Park Academy Secondary School
Coronavirus Catch Up Premium Grant
2020-21

SUMMARY INFORMATION			
Total number of pupils:	414	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£33,120.00		

STRATEGY STATEMENT

The overall aim of the Serlby Park catch premium strategy is to quickly establish the impact of the lockdown on pupils' gaps in academic attainment and social and emotional wellbeing so staff can respond with bespoke interventions to ensure all children make accelerated progress.

This funding will be used alongside of other funding such as the Pupil Premium Grant to raise the attainment of all pupils and to close the gap created by COVID-19 school closures.

Our key priorities are:

1. Ensure all children are attending school regularly
2. Ensure children are emotionally ready for returning to formal learning
3. Ensure consistent high-quality teaching and learning across the school
4. Ensure identified children have access to necessary 'catch up' interventions
5. Ensure all children's home learning is not inhibited due to the lack of technology or educational resources available to them at home

BARRIERS TO FUTURE ATTAINMENT

A	Low attendance on return to school and increased time away from the classroom due to bubble closures or isolation periods.
B	Increased gaps in subject knowledge for those pupils who were unable to engage fully with home learning during lockdown.
C	Pupils struggling with social, emotional and mental health needs exacerbated by the circumstances of lockdown.
D	Home learning environments during bubble closures and periods of isolation.

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?

| Monitor attendance daily and use first day calling procedures to establish relationships with parents and carers.

Send weekly communication to parents and carers about the attendance expectations.

Ensure pupils, parents and carers are clear on the measures used by the school following the comprehensive risk assessment process.

Log Covid-19 related absences separately and track return to school dates.

Ensure all pupils return to school after a bubble closure. | The school attendance to be at least 94% (not including Covid related absences)

Where class or Individual pupil attendance is not at or above 96%, it is tracked closely and rapid improvement is seen.

The number of Persistently Absent (PA) pupils reduces over time. | The EEF states in Covid- 19 support guide for schools: "Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils." | Weekly meetings with a member of SLT, the school attendance officer and the pastural team.

Attendance to be monitored daily. | PR, JH and year group learning managers | Half - termly |
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Work closely with the local authority to ensure low attendance is challenged.					

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?**
Year 7 Baseline testing – GL Assessments	To ensure all new pupils are given a baseline in absence of KS2 data.	Ability to support students based on accurate prior attainment data.	Teaching and Learning Leader will oversee the roll out. All data will be submitted to the Trust.	JB	Half termly

Year 7 – 9 Star reader assessments completed.	Accurate data held enabling focused reading intervention programmes. The intended outcome will be improved reading ages, with a greater proportion scoring well on comprehension and meeting age related expectations.	Ability to support students based on accurate prior attainment data.	Teaching and Learning Leader will oversee the roll out. All data will be submitted and reviewed by the school leadership team.	JB	Half termly
All years interventions. One to one and small group.	To ensure the gaps in pupil knowledge is identified and quickly addressed.	The EEF states in Covid- 19 support guide for schools: 'There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch up strategy.'	Teaching and Learning Leader will oversee intervention groups and the progress made by individual children.	JB Subject Leaders	Half termly
Year 11 catch-up programme.	To ensure the gaps in pupil knowledge is identified and quickly addressed.	The EEF states in Covid- 19 support guide for schools: "Effective intervention follows assessment, which can be used to ensure that support is well targeted and to monitor pupil progress."	Experienced members of staff will deliver the interventions including all HOF and the Trust Subject Directors. Weekly Pupil Progress meetings (RAG meetings) held to discuss progress and barriers.	HOA, VP and HOF	Weekly

Provide additional CPD to support staff to ensure interventions are targeted and impactful.	All support staff are be to deliver bespoke interventions to he children in their bubble. All interventions are tracked. All children identified with specific gaps make at least good progress which is evidenced in their work.	The EEF states in Covid-19 support guide for schools: "Effective intervention follows assessment, which can be used to ensure that support is well targeted and to monitor pupil progress."	Experienced SEN leader to deliver the CPD. Pupil progress meetings held to discuss progress and barriers.	Senco HOF	Half termly

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?**

Conduct a parent survey to find out which pupils do not have access to an electronic device at home for learning purposes.	Ensure the school has a clear overview of the resources need to support online learning at home.	The EEF states in Covid- 19 support guide for schools: "Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.	The school SLT to monitor the information held by the school.	VT	Weekly
Access ICT support to ensure that all school laptops and devices are able to be used safely by the children at home should they be required.	To make sure the schools e-safety and safeguarding agenda is maintained.	The Trust and school safeguarding and e-safety policy.	ICT support from the school technician and the Trust ICT director.	CL	Weekly
Source additional laptops and devices.	Ensure all children are able to access remote learning.	The EEF states in Covid- 19 support guide for schools: 'In particular, lack of access to technology has been a barrier for many disadvantaged children. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.'	Work collaboratively with the trust to source devices.	VT and JH	weekly

Provide all staff with regular training on how to facilitate online remote learning sessions.		The EEF states in Covid- 19 support guide for schools: 'To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback— is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced.'	Work collaboratively with the trust to continually monitor, assess and improve the remote learning offer.	WR	Weekly
Purchase enough XP – Pens for all teaching staff to use in lessons.	All teachers will be able to model to a high standard when working remotely.	The EEF states in Covid- 19 support guide for schools: 'To support learning, how technology is used matters most.'	Training provided by online learning leader.	VT	Weekly
				Total budgeted cost:	£34, 079.80