



COVID catch-up premium report

COVID catch-up premium spending: summary

Total number of pupils:	39
Amount of catch-up premium received per pupil:	£240
Total catch-up premium budget:	£9360.00

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Strategy statement

We firmly believe that the pupils and staff at Phoenix, as pupils and staff across the whole of the country, have suffered a major trauma in the partial closure of schools due to COVID 19 and the disruption to their normal routines. Due to the high level of need of all of the pupils, good, strong relationships and routines are at the centre of everything that we do at Phoenix and unfortunately due to the time that pupils spent away from the Academy these relationships have had the potential to become fractured and routines unestablished. It was felt that the priority for returning to the Academy was to rebuild trust, repair these relationships and to reestablish routines and expectations of our learning provision.

At the Academy, we recognise that no academic learning can or will take place until pupils are in the correct emotional state to be “ready to learn”. Therefore, much of our return strategy had to consider how to best support pupils mental health and well-being in the context of their SEMH needs. This meant that a much more “relaxed” approach to the academic curriculum was adopted, identifying that the primary objective for a lot of the pupils was simply “to access the school day safely”. This meant working closely with pupils to identify strategies to support them when they felt overwhelmed and interventions that could be put in place, on an individual as well as class level, to help build them back up to the expectations of the academy day. Staff were encouraged to use the first few weeks to establish their expectations, modelling pro-social behaviours and help pupils to identify when interventions were necessary to help them self-regulate. Staff planned activities that were non-threatening and allowed children to build their self-esteem and feel a sense of achievement and success before challenge could be built in if appropriate. Positive reinforcement and an increase of positive capacity has always been part of our ethos and staff continued to build on this as pupils returned.

It is strongly felt that only when pupils had once again made connections, felt a sense of belonging and a sense of community that they would be in a position to catch up on missed learning.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Pupils have been baselined and 100 % are working below age related expectations in all subject areas
	Baseline data indicates that SATs attainment and progress outcomes might be lower than would be expected, when measured against prior data.
B	Restrictions caused by Covid, preventing, to an extent, the delivery of aspects of the wider curriculum, particularly in relation to personal development and enrichment activities
C	Staff absences, across all sectors, resulting in interruptions to the delivery of a consistent curriculum and the delivery of interventions, both academic and for SEMH.
D	Significant reduction in opportunities to engage parents in children's learning e.g. shared learning afternoons; assemblies; plays; face to face meetings.
E	Low- socio economic background: High percentage of pupil premium 73.2%(school) compared to national average 17.3%

ADDITIONAL BARRIERS

External barriers:

A	A significant increase in the number of children/families needing emotional and mental health support, in relation to previously identified and new children/families
B	Parents are reluctant to push their children when it comes to completing working homework as it can be a negative trigger for behaviour at home. Some parents have expressed concerns around blurring the boundaries between home and school as the expectations are different.
C	Inconsistency and/or lack of technology for some families to support with remote learning.
D	As all pupils have additional needs it means they need support from home to complete remote learning and continue to engage – this places extra stresses on families/carers
E	Fluctuating attendance for individuals or whole bubbles causes disruption to education and further widens gaps for individuals/classes
F	Lack of support from some parents, resulting in poor attendance and/or a lack of engagement with remote 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?
The purchase of Laptops for pupils to use inside and outside of the Academy.	Pupil's learning is not hindered by a lack of technology. Pupils to gain competence in using online learning platforms to engage in learning.	Guidance supports pupils needing to have access to IT at home. Pupils are proved to learn better using laptops than tablet/phones	Tracking and monitoring of online engagement Feedback from parents/carers through safe and well calls	Dan Crowther / Jade Greenwood	Half termly
The purchase of Dongles for any pupils that have no access to the internet at home.	All pupils have access to the internet if having to work from home and are not disadvantaged due to lack of Wifi at home.	Pupils will miss out on opportunities to learn remotely without access to Wi fi	Ensure devices are made available for any pupils that have no wi fi access	Elyse Phillips	Weekly
The purchase of Doodle Maths software.	For pupils to have access to software to support their learning in maths – to work on specific gaps in learning identified through teacher assessment	Pupils will have opportunities to access maths software if having to work remotely that is at their level and progressive and specific to gaps identified	Teaching staff to be trained to use the software affectively Pupils taught to use	Suzie Jaques	Spring Term

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?
The purchase of Doodle Reading software.	Provide pupils and families a wider range of programmes for them to access from home.	Pupils need to have access to a rich array of reading materials to support their learning	Teaching staff to be trained to use the software affectively Pupils taught to use	Jade Greenwood	Spring Term
The purchase of Shine a Software programme to identify gaps in learning.	To identify individual pupil gaps in maths and rand give planned specific interventions for staff to further support pupils.	Supported by FFT assessment allowing pupils assessment results to create specific interventions	Teaching staff to ensure data from testing is used to inform interventions Analysing results to inform quality first teaching and gaps are supported with interventions	Suzie Jaques	Spring Term
The purchase of Nessy Reading and Spelling	For pupils to have access to high quality software to support their progression in Reading and Spelling	Proven programme to support progress	Monitor pupils engagement and assess for progression and use of software	Suzie Jaques	Spring Term
Total budgeted cost:					£9142.00

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?
Allow teachers to deliver lessons from home, for example, if they are self-isolating	Ensure children who are not in school, can be taught as closely to normal, as possible. • Ensure children have opportunities for daily interaction with staff or pupils for continuity and routine Supports continual relationships between pupils and staff	For pupils to feel less anxious and still connected to school even if they have to engage in remote learning.	Monitoring of pupil engagement Regular discussions with staff to make adaptations to the provision to meet individual needs.	Elyse Phillips	Weekly
To provide children with SEMH needs targeted support to enable them to manage their behaviour & be ready to engage with learning	Reduction in behavior incidents and pupils demonstrate they are ready to learn through prolonged periods of positive engagement	Successful implementation of restorative behaviour practices shows positive effects.	Monitoring of behavioural incidents to ensure staff are meeting pupils' individual needs	Janet Smith	Weekly
Interventions for pupils to support with maths using pre-teaching	Progression in core subject – pupils are to feel confident in lessons	Pre-teaching helps to abate anxieties allowing pupils to feel calm when they approach new concepts and skills	Monitoring of engagement in class and time off task	Jade Greenwod	Weekly
Total budgeted cost:					£0.00

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?
Appropriate support in place from external agencies	For pupils to get specific professional interventions to support their emotional health and well being That pupils will continue to progress emotionally	Pupils will make more progression towards their EHCP targets if they are given these tools of support. Ed Phys provide schools with advice and guidance to best support individual pupil needs and aid their development and progression.	Regular meetings with external agencies to ensure that adaptations are made so pupils can access these services. Assess pupils through behavioral incident logs	Lucy Dawes	Weekly
Family intervention workers to support pupils identified as needing additional support	That pupils have a trusted designated member of staff that they know they can engage with	Pupils have shown significant improvements in behaviors due to these interventions in the past. Proven model in the Academy to support pupil's mental health and well-being and an excellent link.	Monitoring of pupils behaviours in school – through class Dojos and incidents recorded	Lucy Dawes	Half termly
The purchase of rewards and certificates for competitions	To encourage and motivate pupils to engage in learning and feel that the work they produce is valued and rewarded	Positive encouragement and praise supports pupils well-being and thusly supports learning.	Through the monitoring of pupils engagement in lessons both remotely and in school	Laura Tasker	Weekly
Total budgeted cost:					£218.00