

Covid Catch-up strategy statement

This report sets out our intended strategies to support our students to catch-up following missed learning due to the school closures forced by the pandemic. It estimates the costs that will be incurred by the implementation of each strategy, paid for from the Covid catch-up funding, and will be updated regularly to evaluate the impact of the strategies. **This strategy is linked to the whole Academy Development Plan (parts of priority 1, priority 2 and priority 3) and is referenced in those sections of the ADP. It also has some commonality with the Pupil Premium Strategy in the sections that refer specifically to Disadvantaged students.**

This strategy plan does not include cost incurred as a result of operating the school in a Covid secure manner (PPE, extra cleaning, staffing to cover those instructed to shield/isolate etc.)

1. Summary information					
School	CASTLE ACADEMY		Headteacher		MRS LORNA BEARD
Total number of pupils in school	452	Number of pupils eligible for Covid premium (Y7 -11)	N/A	Total estimated Covid Catch-up funding	£34,800

In line with government recommendations and the Education Endowment Foundation's Covid-19 Guide for Schools, we have planned a tiered approach consisting of strategies for

1. promoting high quality teaching for all
2. targeted support and
3. wider strategies

1. Promoting high quality teaching for all					
Desired outcome	Chosen action / approach	Resources / estimated cost	Staff lead	Expected impact / outcomes	Evaluation of impact
All pupils access the full curriculum despite the restrictions that Covid-19 imposes.	Full curriculum offered to all through well planned remote learning opportunities using the EMAT primary curriculum documents.	Phase leaders to work with their teams to develop their support for all pupils across the whole curriculum. Teaching and Learning lead to facilitate training for use of technology to ensure exciting and engaging activities.	Pethrow Gooden	Pupils access their full curriculum offer to enable them to continue learning the full range of subjects.	

Parents receive the support that they need to ensure that all pupils engage with the planned learning, ensuring that the gap does not widen.	Home-school communication system set up to ensure regular contact is made between home and school. Clear expectations given to all staff as to key items needing to be communicated with parents. Call logs kept and monitored by middle and senior leaders. Reward systems set up to support parents with their children's engagement level. Expectations for home learning made clear on school website.	£200 phone credit	Dan Lugg	Engagement rates are high and those pupils identified receive additional support to ensure that they continue to make progress.	
Subscriptions are utilised and engagement rates are tracked to ensure that vulnerable pupils use these platforms to develop key basic skills such as reading comprehension, fluency, arithmetic, problem solving and developing vocab.	<p>Subscriptions with log ins activated for key children using</p> <ul style="list-style-type: none"> • TT Rockstars • Sum Dog • Bug Club • Flash Academy <p>Teachers plan opportunities in remote learning for pupils to use subscriptions to enhance and/or supplement learning.</p> <p>Teachers, phase leaders and subject leaders track usage of subscriptions and communication is made with families where children are not using subscriptions to the expected levels.</p>	<p>£2000</p> <p>TOTAL - £2200</p>	Ellie Finch	Pupil's usage of subscription-based packages are high. Subscriptions enhance children's remote learning offer and ensures continued progress.	
2. Targeted academic support					
Desired outcome	Chosen action / approach	Resources / estimated cost	Staff lead	Expected impact / outcomes	Evaluation of impact

Additional capacity is employed in the school to work with target groups of pupils.	Employment of intervention teacher and deployment to work with groups identified in Term 1 and 2 PPMs	January – July 2021 £23 086	Dan Lugg	95% of targeted children make expected progress from targets set in pupil progress meetings from Term 1	
Extra intervention sessions are planned and delivered to targeted groups to ensure that gaps do not widen.	School staff will plan and deliver targeted intervention sessions to identified groups of children from pupil progress meetings in Term 1 and 2. <u>Allocated hours</u> Teachers: 158 hours Cover supervisors: 170 hours Teaching assistants: 228 hours	£7650	Dan Lugg	95% of targeted children make expected progress from targets set in pupil progress meetings from Term 1	
		TOTAL - £30736			

3. Wider strategies

Desired outcome	Chosen action / approach	Resources / estimated cost	Staff lead	Expected impact / outcomes	Evaluation of impact
All pupils to receive support to transition back to school. Activities to the outlined in Castle Academy's Recovery Curriculum	Art project banner – labelled New Beginnings for front of school. Pupils encouraged to talk about their experiences whilst in Lockdown, sharing their thoughts and feelings about being back into school. All school members to paint a pebble for use in the Eco area with the theme of a rainbow marking this time as a period in living history.	£300	Sophie Bray	Teachers will be able to identify pupils whom need additional and individual support through this period of transition ensuring that pupils receive the support they need to access learning and deal with their emotions.	
	Planting of spring bulbs linked to the jigsaw PHSE unit of New Beginnings as a reminder of this period of time.	£284	Tim Hallis	Capacity within school is expected to be adequate to provide the additional support required.	

		TOTALS		TOTAL SPEND
		1	= £2200	£35,000
		2	= £30736	
		3	= £2064	