



**Glebe Academy**  
**Catch-up Funding Planned Expenditure**

**Amount of funding: Total = £16800**

**Payment schedule:**

Schools will get funding in 3 tranches.

- Autumn 2020 – this is based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority.
- Early 2021 – based on updated pupil and place data. This payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds.
- Summer 2021 term - a further £33.33 per pupil or £100 per place

**Rationale:**

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Glebe Academy, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions.

**The approach for all pupils is:**

- **Working through well sequenced, purposeful planned learning.** For example, our school-created plans are being adapted to focus on missed objectives and consolidate the basics. In maths, we will utilise White Rose Maths as the spine of learning and we have been able to use catch up premium to purchase adapted plans that have been purpose written for catch up.
- **Focus on consolidation of basic skills.** The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.
- **Additional lesson time on core teaching.** Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons in the autumn term e.g. ILP 'Wow' Days.
- **Particular focus on early reading and phonics.** This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly.
- **Time spent on mental health, wellbeing and social skills development.** This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.

- **Additional support and focus on basic core skills.** Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.
- **Additional time to practice basic skills.** This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

Much of the cost for the above will be subsumed by the budget as it will be delivered by quality first teaching and team round the child pastoral approach using our existing staff. The table below outlines our intentional spend with a rationale accompanying each decision.

### Action Plan

EEF recommended strategy	EEF Rationale	Specific implementation	Cost	Expected impact
<b>Small group tuition</b>	'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'	Catch up groups for RWM/Phonics  Additional support for FS2 class  R.W.Inc Assisted blending and reading practise  Additional teacher to provide small group work with identified FS2 pupils to accelerate progress.	£9260.00  (Dec to Feb half term)	Acceleration FS2 pupils understanding in RWM.  By prioritising the development of fine and gross motor skills in identified children, we expect to close any gaps in this area of development that may have occurred during the lockdown period.
<b>Intervention programmes</b>	'In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.		£2459.04  Rising Stars/SHINE interventions	By providing maths and reading catch-up interventions for identified children in the afternoons, we expect to close the gaps in maths and reading.
<b>Access to technology and Supporting parents and carers</b>	'Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.'	The purchase and implementation of online learning platform My Maths	£339  My Maths	By ensuring that children have access to quality maths practise at home, supplementing the learning they are doing in school, with challenges and tasks set by the teacher at their level, we are expecting the impact to be accelerated progress in maths.

<b>Supporting parents and carers</b>	'Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.'	The purchase of Bug Club online to broaden the scope of books and reading experiences for all pupils and those also self-isolating ensure reading understanding and application of reading can be monitored and developed remotely.	Bug Club Whole School Ultimate Subscription - £1,399	By ensuring that all children are able to access a wide range of phonetically matched reading books at both home and school simultaneously, and by providing parents with the resources to continue to practise phonic awareness at home, we expect the impact to be accelerated improvement in the children's reading and phonics ability.
<b>Social Emotional Mental Health</b>	Additional mentoring sessions in place for identified pupils who require support for mental health and wellbeing. Counselling sessions for individuals to ensure a bespoke specialised programme supporting early intervention and to overcome social and emotional barriers that may impact on learning.	Family Support Coordinator time and external Mentor	Additional ½ day for Mentor in Term 2 £1500	Pupils receive one to one support as part of the approach to mental health education.
<b>Mental health Mental Health and well-being curriculum – developed to be the vehicle through which our academic curriculum is delivered in order to support effect on mental health education.</b>	A Recovery Curriculum for RSHE to be implemented during Autumn 1 across the whole school. Mental Health, wellbeing and being part of a class to centre in this curriculum. Jigsaw provides this curriculum. The school has previously used the Jigsaw approach but have now decided to purchase and follow the scheme	All teaching staff	Jigsaw Programme £1925	Academy has a mindful approach to RSHE and it has a spiral, progressive and effective scheme of work to prepare children for life, helping them really know and value who they are and understand how they relate to each other in their ever-changing world. Smooth transition into a new year group via a curriculum that focusses on integrating back into school life. Opportunities for individual children to share their experiences are given and RSHE lessons are planned according to this. Children have opportunities to self-reflect on their experiences via mindfulness activities.
<b>KS2 intervention programme</b>	Year 6 intervention programme	Year 6 team + additional member of staff from February 2021 – May 2021	10 sessions x £180 per day for additional teacher  £1800	KS2 pupils receive targeted small group intervention to narrow any identified learning gaps to ensure all pupils are on their attainment and progress flight path calculated from end of KS1.
<b>Total spend:</b>				<b>£18,682.04</b>