The Priory Academy LSST Catch Up Funding strategy statement

As part of the government's £1 billion of funding to support children and young people to catch up lost time after school closure they have provided schools and academies with a one-off universal catch up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time

Schools should use this funding for specific activities and resources to support their pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year in actions for schools during the coronavirus outbreak.

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities and resources which will help pupils catch up on missed education.

The plan for how the Priory Academy LSST will use this funding is set out below.

School overview

Metric	Data
School name	Priory Academy LSST
Pupils in school	1800
Catch Up Funding allocation this academic year	£107,000
Academic year or years covered by statement	7-13
Publish date	October 2020
Review date	October 2021
Statement authorised by	Mrs J Hopkinson
Catch Up Funding Leads	Mrs S Davis and Mr I Dinnie

Barriers to success to address through Catch Up Funding

Barrier 1	Gaps in students' knowledge and development due to the partial closure of schools during the Covid 19 pandemic.
Barrier 2	Accurately identifying the key gaps in knowledge to inform approaches and interventions.
Barrier 3	Students who have to self-isolate or any student cohort that is required to work from home do not have sufficient access to remote learning.
Barrier 4	The impact of the partial school closure and Covid 19 pandemic on students' mental health and wellbeing further inhibits their ability to effectively engage with learning.

Teaching priorities for current academic year

Measure	Activity
Priority 1 **Continue to provide high quality classroom teaching to support all students.**	**Provide additional resources to support classroom teaching under the new systems in place to meet Covid 19 guidance.** **Provide resources for students to support learning.**
Priority 2 **Continue to support reading and literacy across the academy**	**Provide all year groups with access to library provision under the new systems** **Renew subscriptions to materials supporting literacy and numeracy.**
Priority 3 **Offer appropriate CPD to support high quality classroom teaching and online learning.**	**Provide funding for relevant courses for continued professional development.**
Priority 4 **Deliver high quality remote learning**	**Provide funding for online subscriptions for departments to support remote learning.**
Priority 5 **Support Year 11 students with revision skills to prepare for examinations effectively**	**Purchase all Y11 students the CGP Revision Skills guides – use supported through directed form time activities**
Barriers being addressed	**Barrier 1: Gaps in students' knowledge and development due to the partial closure of schools during the Covid 19 pandemic.** **Barrier 2: Accurately identifying the key gaps in knowledge to inform approaches and interventions.**
Projected spending	£15,000

Targeted academic support for current academic year

Measure	Activity
Priority 1 **Accurate diagnosis of current student mind-sets and readiness to learn.**	**Use of Pupil Attitudes to Self and School (PASS) survey with all students.** **Use of BOXALL profiles with relevant students.** **Use of Strengths and Difficulties Questionnaires with relevant students.**
Priority 2	**Use funding to support a range of intervention strategies:**

Use effective intervention to address concerns highlighted through surveys and ongoing assessment – with focus on developing literacy and numeracy.	**PASS Interventions** **Handwriting programmes** **ELSA support**
Priority 3 **Support SEND, disadvantaged and other identified students with small group and 1:1 intervention to reduce gaps in learning.**	**Increase staff hours on a claims basis where needed.** **Programme of intervention implemented and regularly reviewed.**
Support learning and address gaps in knowledge and understanding through additional revision materials	**Provide revision guides and other materials for identified students.**
Provide high quality support for students	**Use funding to provide continuing professional development for Learning Support Assistants**
Provide academic tutoring for targeted students to close gaps in learning	**Use of National Tutoring Programme to provide tutoring for students.**
Barriers being addressed	**Barrier 1: Gaps in students' knowledge and development due to the partial closure of schools during the Covid 19 pandemic.** **Barrier 2: Accurately identifying the key gaps in knowledge to inform approaches and interventions.** **Barrier 3: Students who have to self-isolate or any student cohort that is required to work from home do not have sufficient access to remote learning.**
Projected spending	£18,000

Wider strategies for current academic year

Measure	Activity
Priority 1 **Provide emotional and wellbeing support for students to help them regulate emotionally so they can then better engage with learning.**	**On top of our existing mentoring and counselling provision provide additional support through external agencies to support the increasing number of young people experiencing mental health difficulties as a result of the pandemic and school closure. We will use external support that has proved effective in supporting young people previously: Nurture Garden, Mick Kelly, Energize**

	Increased pastoral support for Year 12 and 13 through expanding the role and increasing hours of the Sixth Form Attendance Officer on a one year temporary contract.
	Provide resources to enhance the delivery and coverage of our Social and Emotional Learning curriculum through the Awareness programme.
	Further training for staff on supporting student mental health and wellbeing.
	Further training for pastoral staff in meeting the needs of young people.
Priority 2 **Increase staff access to webcams to enhance provision of online learning and live Teams lessons and assemblies.**	**Purchase webcams and headsets for staff to access to deliver online learning Parents' Evenings and assemblies.** **Costs for cabling and installing additional computers and IT resources in school.**
Priority 3 **Support for parents in understanding how remote learning will be made available to their children. Engaging parents in supporting students when they have to access remote learning.**	**Regular letters and emails explaining processes with additional guides on accessing SharePoint and other learning resources.** **PLM/HOY maintaining regular communication with harder to reach parents using a range of methods to support parents when students are having to self isolate.** **Additional support staff on a temporary basis to provide support for the pastoral team in maintaining regular communication with parents.**
Barriers being addressed	**Barrier 3: Students who have to self-isolate or any student cohort that is required to work from home do not have sufficient access to remote learning.** **Barrier 4: The impact of the partial school closure and Covid 19 pandemic on students' mental health and wellbeing further inhibits their ability to effectively engage with learning.**
Projected spending	£40,000

Not all funding has been allocated at this point so strategies can be continually reviewed, and further funding invested in the most appropriate strategies.

Monitoring and implementation

Area	Challenge	Mitigating action

Teaching	Supporting staff in adapting to the new systems in place and having much more movement around the site. Supporting staff wellbeing with increased concerns around the new systems and the pandemic. Ensure staff understanding and confidence in using different strategies to support remote learning.	Regular communication about systems. Staff access to support through line managers, SLT and HR. Training and drop in sessions on remote learning strategies.
Targeted support	Accurate identification of gaps ad where support is needed. The quality of tuition through NTP	Use of ongoing assessment to track record and assess areas of need and quality of interventions. Member of SLT monitoring NTP provision.
Wider strategies	Supporting wellbeing of pastoral staff to support increased levels of need and anxiety in students following the closure and in the ongoing pandemic.	Close monitoring of pastoral staff through SLT – availability of professional supervision if required.