This funding is for schools to use on specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support). Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus (COVID-19) support guide for schools](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

Suggestions

* Possible Teaching and TA additional hours above those already budgeted for 2020 2021.
* Staff Training for Personal Development to support curriculum planning.
* Focused training on effective use of technology.
* Training and Support to organisational and logistical aspects of school life.
* Pupil Assessments – materials and time to enable Teachers to assess pupil’s wellbeing and learning needs.
* Curriculum Resources and Subscriptions.
* Transition Support to support pupils into school – dedicated transition events either remote or face to face.
* Targeted one to one support or small group tuition.
* Intervention programmes – one to one or small groups
* Investment in technology, either providing pupils with devices or improving facilities available in school.

Useful links

[Gov guidance Catch up premium](https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium)

[The EEF guide to supporting school planning-A tiered approach to 2020-21.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf)

[EEF support guide](https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1)

[EEF Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/)

[EEF Assessing and monitoring pupil progress](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/)

[EEF Remote Learning Evidence Review](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf)

Section 1: Contextual information

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| School | Fowey River Academy | Total pupil number | 582 | Total catch up funding | £ £45600 |
| Identified priorities for catch up (summarised from SDP) | Reason for selection of priority (summarised from SDP) |
| Priority A | Teaching and Whole School Strategies | All students issued with an I pad.All lessons uploaded onto Firefly using school layouts and including all resources.On return students assessed effectively to identify gaps in learning. All students supported remotely during remote learning. |
| Priority B | Targeted Academic Support | Increased number of TA’s and targeted support in and out of lessons.Enhance behaviour systems (including RJ, rewards and sanctions linked to 3Es) Improve attendance systems for all including SEN and disadvantaged Review grouping policies and cooperative learning strategies for positive behaviour for learningSENDCO to train current staff with associated pastoral support and training with particular reference to academic support in the classroom. Improve the quality of SEND/disadvantaged provision by class teachers through the careful application of assess, plan and reviews Introduce SEN Digital resources and apps to meet specific needs |
| Priority C | Wider Strategies | Tutor time increased to allow the recovery curriculum to be taught.Pastoral support from CGS teamsSplit lunch to prevent overcrowding in the canteen.Uniform, school trips and equipment support for PP students.FSM deliveries and vouchersEWO support for families |

**Section 2: Detailed planning, review and evaluation**

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| Priority A : Teaching and Whole School activities. Total Cost : £39799  |
| INTENT | Implimentation | IMPACT |
| Desired outcomes (success criteria) | Action (by whom) | Reason for choice eg. EEF Supporting great teaching, EEF Targeted support, wider strategies | Quality Assurance of delivery | Cost | Progress Review 1Date: | Progress review 2Date: | Final evaluation against success criteriaDate |
| Star reader and star Maths purchased and done by all students | AH English to work with HOF Maths to implement and plan testing | Students Maths and English scores can be tracked and  | QA system to review each Semester. Semester reports to the MAT | £6400 |  |  |  |
| Weekly CPD meetings and teach meets to share good practice and coach staff in appropriate techniques | Sessions already in calendar, SLT to plan each semesters sessions to ensure they fit with SIP | CPD ensures all staff have the opportunity to improve and learn the latest strategies to improve progress for all | Staff feedback and evidence from learning walks | £0 |  |  |  |
| All lessons and resources onto Firefly | DH and T and L team to train and QA lesson format and content for all lessons. One semester ahead. Standard slide layout and all resources included to allow for remote learning. | Allowing all students to access the curriculum in lockdown or isolation. Common format for students to easily navigate. | QA system set up to check weekly through line management and semesterly reports. | £7187 |  |  |  |
| To buy appropriate curriculum resources and licences to support all learning. | HOF and SLT to review needs and select appropriate resources and licences such as Seesaw, Edulink, GCSE Pod. | To support students in lessons and at home. | Each resource revied by each faculty to see if its value for money.  | £26212 |  |  |  |

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| PRIORITY B : Targeted Academic Support TOTAL COST: £ 15600 |
| INTENT | IMPLEMENTATION | IMPACT |
| Desired outcomes (success criteria) | Action (by whom) | Reason for choice eg. EEF Supporting great teaching, EEF Targeted support, wider strategies | Quality Assurance of delivery | Cost | Progress Review 1Date: | Progress review 2Date: | Final evaluation against success criteriaDate |
| Masterclasses and MIXX set up when safe to do so students can have extra support and tuition outside normal hours | MP (Masterclasses) and SJH (MIXX) to set up a programme for all years to do extra classes and wellbeing sessions. Sessions led by teachers and support staff in a range of subjects | Semesterly data will show impact of interventions.Time to extend and/or enhance learning from lessons. | SLT to monitor sessions and data to ensure targeted students are attending and making progress. | £11300 |  |  |  |
| Heads of School and Heads of year to monitor data and set up interventions | Students identified for intervention work from data and booked in with CGS managers for interventions in the school day or to attend masterclasses or MIxx | EEF targeted support | Data will show improvements for individuals and monitored groups | £3500 |  |  |  |
| DSL, Safeguarding team and CGS to monitor mental wellbeing and Health | LG and team to be identify students who are struggling and intervention work booked in with CGS or external agencies | Targeted support | Student wellbeing survey to be completed and show an improvement. | £800 |  |  |  |
| Increased number of TA’s in the Academy | VR and LD to employ two extra TA’s to support small group work and intervention | EEF targeted support | Progress data | £0 |  |  |  |
| Staff training | SENDCO to train current staff with associated pastoral support and training with particular reference to academic support in the classroom.  | Staff training |  | £0 |  |  |  |

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| PRIORITY 3: Wider Strategies TOTAL COST: £ |
| INTENT | IMPLEMENTATION | IMPACT |
| Desired outcomes (success criteria) | Action (by whom) | Reason for choice eg. EEF Supporting great teaching, EEF Targeted support, wider strategies | Quality Assurance of delivery | Cost | Progress Review 1Date: | Progress review 2Date: | Final evaluation against success criteriaDate |
| Ensure that all yr11 get 1:1 career support outside of lesson time | Year team to arrange meeting with CGS and outside agencies to support career choices and applications.  |  | Head of year and careers lead to QA | £0 |  |  |  |
| Tutor time increased to allow delivery of the revery curriculum and for pastoral support of students | Senior team to redesign school day and plan a recovery curriculum. | Wider Strategy | Head of year and Head of School to QA | £0 |  |  |  |

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| Two lunch breaks to allow more time for socialisation and no cross contamination of year groups | Headteacher to rearrange school day to ensure the best use of time without taking away lesson time. Stakeholders consulted.  | Wider Strategy | Reviewed at the end of each term by the senior team | £0 |  |  |  |
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