

Coronavirus (COVID-19): Catch-up Funding Plan

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months. While funding has been allocated on a per-pupil or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs. Schools do not need to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years if they wish.

This plan outlines how school plans to use this funding for the whole school, targeted support and wider areas, e.g. supporting parents. The plan will be evaluated informally at the end of the Autumn and Spring terms and formally, alongside the end of year audit of our School Development Plan, in July 2021.

Catch-up plan

School name:	Broadway Academy School						
Academic year:	2020-21						
Total number of pupils qualifying for payment:	1037 (Years 7-11 only)						
Total catch-up budget:	£83,720	First installment:	£20,760	Second installment:	£28,080	Third installment:	£34,880
Date of review:	July 2021						

A. Teaching and whole-school strategies *Being used twice yearly in English and maths to track progress and identify pupils in need of extra support*

Action	Impact	Cost	Staff lead	Evaluation (July 2021)
1. Purchase standardised assessment materials to help gauge gaps in learning in literacy and numeracy.	Identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Identify pupils who would benefit from additional catch-up support.	£5200	Subject Leaders of English & maths	Being used twice yearly in English and maths to track progress and identify pupils in need of extra support
2. Purchase of tablets for students and online teaching and learning platform	To ensure students are able to continue with education at home during the pandemic.	£46000	IT department	Laptops available for virtual learning for all students.
3. Teachers and cover supervisors used to cover classes in instances of Covid-related staff absence.	High quality teaching and learning maintained.	£13,500	Amy Thomas/DHS	Large numbers of staff absent over the course of the year but quality of teaching and learning maintained within the classroom or via zoom.
4. Modify our transition experience for Year 6 pupils and their parents to ensure both are adequately prepared for September 2021.	Positive transition experience for Year 6 pupils and parents.	£500	ACC Year 7 Form tutors	Video tour produced. ACC visited pupils in primary schools.
Total spend:		£65,200		

B. Targeted support

Action	Impact	Cost	Staff lead	Evaluation
1. One to one and small group support for pupils identified as having gaps in learning is delivered by teachers and TAs, priority will be literacy and numeracy.	Gaps in learning are filled with reinforcement of key concepts such that pupils can make at least expected progress.	£18,500	AF/CR	Literacy & Numeracy Coordinator TLR plus Learning Support staffing costs
2. Wellbeing interventions, for specific pupils whose emotional wellbeing is fragile. (Focus on self-awareness, self-management, social skills, self-esteem and anxiety).	Pupil anxieties decrease and they can therefore fully engage in lessons.	£3200	SSM/SSA Intervention team	Intervention sessions delivered by Intervention team. Progress documented and fed back to parents.
Total spend:		£21,700		

C. Wider strategies

Action	Impact	Cost	Staff lead	Comments
1. Purchase of books (eg. revision workbooks) and other educational resources which can be sent home to support remote learning	Pupils better able to engage with home learning (both in the form of routine homework and in the event of any lockdown or self-isolation) and parents/carers are able to support their children at home.	£5000	SSA/SSM's to coordinate collection of work	Packs sent home during national lockdown and when year group bubbles had to self-isolate
2. Post work packs home to pupils in the event of self-isolation (of individuals, year groups).	As above.	£1500	HOD'S/SSA/SSM	Packs sent home during national lockdown and when year group bubbles had to self-isolate Resources used during periods of lockdown, welcomed by parents who have limited access to printers etc
3. Provide regular and supportive communications with parents	Increase attendance and engagement with learning. Parents reassured re. Covid-related issues.	£3400	Attendance team/form tutors/SSA/SSM's	Regular updates via text, letter, website and phone.
Total spend:		£9900		

Summary report

What is the overall impact of spending?	
Gaps in learning have been closed. Pupil wellbeing issues have been addressed. High standard of pupil behaviour and positive attitudes to learning and school have been maintained. High quality teaching and learning has been maintained throughout. School ethos and culture has been maintained.	
How will changes be communicated to parents and stakeholders?	
Strategies communicated via letter, website, text and phone. Broadway Academy SEF summary evaluation report. This report to be uploaded to school website.	
Final comments	
Final spend:	£ 96,800