



Coronavirus (COVID-19) Catch-Up Premium

As per Government advice schools should use this funding for specific activities 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 which will help pupils catch up on missed education.

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](#) with evidence-based approaches to catch up for all pupils.

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.

Summary Information for Academic Year 20/21	
School	GANF- The Grantham Sandon School and Ambergate Sports College
Funding Allocation	£240 X 236 pupils = £56,640
Key Barriers to Learning	<p><i>Barriers in all 4 main areas of need for pupils whose education has been disrupted by lockdowns, self-isolation periods or bubble closures:</i></p> <ol style="list-style-type: none">1 Cognition and Learning – Regression of skills, difficulty with concentration, missed opportunities for WEX and enrichment activities, cultural capital2 Communication and Interaction – loss of interventions and total communication environment where every interaction is an intervention3 Social and Emotional needs – increased anxieties and loss of friendships, loss of community links and self-worth4 Physical and Sensory- loss of interventions and therapies as well as access to sensory experiences and specialist input <p><i>External barriers include:</i></p> <ul style="list-style-type: none">Family losses, stress and anxietyUnemployment and added pressure on family budgetsLack of wraparound careUnable to access blended learning due to home circumstances or difficulties with engaging in learning at home, e.g. ASC pupils



Planned Expenditure						
Action	Cost	Which pupils will have access?	Intended Outcome	How will the effect of the expenditure on the educational attainment of pupils be assessed?	Date of Review	Staff Lead
Teaching and whole school strategies						
High quality teaching for all Coaching and mentoring for all staff and especially staff in early stages of their career. Part of early roll out for ECF for NQTs.	£3k	All	Pupils make expected or above expected progress as per EHCP outcomes and targets set. Pupils in KS4&5 work on external accreditations and exam preparations. There are virtual WEX and in-house vocational learning. College link to resume when possible.	Pupil progress outcomes Expected accreditations results are achieved in the summer Vocational opportunities on site Preparation for college and transitions-online and in-house programmes	Termly	
Recovery Curriculum	£10k	All	Rebuilding of school community- routine, structure, friendships, opportunities and freedoms (including additional hours for pastoral support and PE coach and tailored timetables)	EHCP outcomes IEPs/PLIMs Behaviour incidents Case studies Learning walks Pupil progress outcomes	½ Termly	
Assessment and accreditations		All	Effective assessment that identifies gaps and informed next steps.	Assessment data Engagement model profiles and observations (SN) Tapestry	½ termly	



			KS4&5pupils completed expected external qualifications	Learning Journals Accreditation evidence GCSE tracking and assessment system		
School restructuring- RA, bubbles and timetables to ensure everyone's safety	£2k	All	Minimise contact within school. Minimal disruption to learning process. Broad and balanced curriculum offer.	Reports to SLT and Governors Reports to ELT and Trust Covid log	Monthly	
Targeted Support						
SALT interventions Small group and 1:1 Reading interventions	£21k	All	Gaps in language development are identified and interventions in place Work with SALT	AHT/SENCO and TLR to monitor and evaluate SALT targets/ outcomes Use of assessment tools Reports and data to AHT responsible for progress NGRT assessment	½ Termly	
Blended learning that is aligned with school curriculum LCP agreed by the Trust	£3k	All as needed due to closures, self-isolation or lockdown	School provided high quality well-resourced home learning as per audit. Ensure disadvantaged pupils are given all support to engage successfully	Access and blended learning audit LCP evaluation – all SLT Engagement reports from class teachers Attainment Pupil questionnaires Parent questionnaires Staff feedback	After every closure	
Wider Strategies						
Well-being Tiered Framework	£15k	All	Pupils feel safe happy and ready to learn.	EHCP outcomes IEPs/PLIMS Attendance	½ Termly	



			<p>Mental Health and well-being activities embedded into class routines.</p> <p>Access to specialist support-counsellor.</p> <p>Trauma informed schools action plan</p>	<p>Behaviour incidents record and analysis</p> <p>Pupil feedback</p> <p>Parental feedback</p> <p>Staff feedback</p>		
Attendance and support for parents	£2k	All	<p>Attendance is in line with previous years.</p> <p>Parents attended Virtual.</p> <p>Coffee mornings and access support.</p>	<p>Weekly reports re attendance</p> <p>Fortnightly SLT reports</p> <p>Termly Gov reports</p> <p>Regular calls and communication with parents</p> <p>Termly Parent surveys</p>	½	Termly

Completed: November 2020

Review date: January 2021