

## Catch-up Premium 2020-21

The DFE Covid-19 Catch-up premium is funding available to the academy as part of a programme to recover the learning loss during the pandemic by focusing on three key areas from the Education Endowment Foundation (EEF) tiered approach:

**Teaching-** CPD to support key teaching and learning strategies Behaviour for Learning, Accurate assessment of pupil progress and appropriate intervention, Social and Emotional Learning, ICT Infrastructure, Remote Learning Access.

**Targeted Academic Support-** Structured interventions, Literacy and Numeracy Catch Up, holiday revision sessions.

**Wider Aspects** - Effective remote learning, ICT and Behaviour for learning, Well-being.

Winterton Community Academy has received £80 for each pupil from Year 7 to Year 11 inclusive, totalling £40 480.

### **Objectives**

- To recover the loss of learning across the curriculum due to the Covid-19 pandemic, particularly disadvantaged pupils.
- To ensure attendance rates are in line with national averages
- To support pupils regarding their social and emotional context following the pandemic

### **Intervention Overview**

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| <b>High Quality Teaching</b>     | <ul style="list-style-type: none"><li>• Teachers' understanding of behaviour management / trauma informed practice is improved through the delivery of high-quality training</li><li>• Purchase of subscriptions to remote learning platforms, supported by ICT equipment provided by the DFE</li><li>• Regular assessments inform progress and attainment and then targeted pupils</li><li>• Use of GL assessment to assess all pupils and new intake to identify areas of need and support</li><li>• The literacy / reading curriculum develops pupils' fluency, confidence and disciplinary literacy, supported by targeted interventions</li><li>• Year 11 key performance indicators are in line with previous examination performance (2019), especially in English and Mathematics.</li><li>• Reallocation of staffing and groups to ensure lower ratios of staff:pupils in English and Mathematics</li><li>• Investment in the PSHE programme to support pupils and their re-integration</li></ul> |
| <b>Targeted Academic Support</b> | <ul style="list-style-type: none"><li>• Targeted interventions for disadvantaged pupils, with priority for Year 11 pupils in English and Mathematics</li><li>• Use of GL assessment data to target pupils with specific small group intervention in literacy and numeracy / reading</li><li>• Intervention sessions during the February and Easter holidays for Year 11</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Wider Strategies</b>          | <ul style="list-style-type: none"><li>• Well being of staff and students is given high priority (CPOMS referrals/ Attendance data/ GL assessments (PASS Survey / Track-It data)</li><li>• Behaviour strategies are implemented to reflect the identified needs of pupils, including investment in the Junction</li><li>• Regular parental / carer communications</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |