



Summary Information					
School	Bader Academy				
Academic Year	2020-2021	Total Catch-Up Premium	£19,680	Number of pupils	82
Guidance					
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each special school with a total of £240 for each pupil in reception (FS2) through to year 11.</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>					
Use of Funds			EEF Recommendations		
<p>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 guidance on curriculum expectations for the next academic year in actions for schools during the coronavirus outbreak.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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 students. Schools should use this document to help them direct their additional funding in the most effective way.</p>			<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none">➤ Supporting great teaching➤ Pupil assessment and feedback➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none">➤ One to one and small group tuition➤ Intervention programmes <p>Wider strategies</p> <ul style="list-style-type: none">➤ Supporting parent and carers➤ Access to technology➤ Summer support		

Planned Expenditure – the headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools

i. Teaching and whole school strategies: Supporting Great Teaching, Pupil Assessment and Feedback & Transition Support				
Action	Approach and anticipated cost	Desired Outcome / Impact	By who	Review
1.1 Additional mentoring and dedicated support for NQTs within school to ensure additional training is facilitated and specific support for subject knowledge enabled. Further development of meeting a wide range of SEND inclusive of additional support.	Additional time for NQTs to be released and additional cover will be required to facilitate extra release time. <i>(£1,950)</i>	Directed and targeted support improves knowledge skills and understanding of NQTs to develop practice in the classroom.	SW	
1.2 Class DoJo is set up with class lists and teacher / staff access. Training received to support allocation of work to pupils and how to use the Class DoJo system successfully.	Training planned and rolled out. <i>(£100)</i>	Staff are competent and confident in the use of Class DoJo and are able to ensure all learning is uploaded.	AH	
1.3 Baseline assessments are completed for pupils, all pupils are starting at a new school following a global pandemic. Assessments inform iTAC meetings to ensure effective and directed support is facilitated.	Additional support in classrooms to ensure time available to complete and facilitation of pupil progress meetings via iTAC approach. <i>(1,442)</i>	Smart Rubric implemented so progress monitoring / review is able to be seen and shared through learning journey. Baelines identify targeted areas of support required to support pupils learning and development.	Class Teachers	
1.4 Support for transition is planned and facilitated for all pupils starting at Bader Academy both in September and January.	Transition visits planned on a 1:1 bases and staff released to meet their class members. Open days supported for full week to enable 1:1 supported visits. Pen pals pupil to pupil facilitated. Visits to current setting when restrictions allow to see pupils in setting before transition to school site. <i>(£2,114)</i>	Pupils feel confident in knowing the environment they will be coming into and will have seen and met their class teacher / team. Parents will have had the opportunity to see the new school building, meet school staff and support the transition of their child.	SLT Class Teachers	

1.5 Training package and specific targeted SEMH training for staff is implemented and planned in a systematic manner.	Unravel deliver agreed number of sessions with a specific focus on SEMH needs of pupils across the year. <i>(£1560)</i>	Staff are adequately trained to support the needs of pupils and effectively support all learning including the regulation of emotional needs.	JC & SD	
Total budgeted cost				£7,166
ii. Targeted Support: one to one and small group tuition & intervention programmes				
Action	Approach and anticipated cost	Desired Outcome / Impact	By who	Review
2.1 Identified pupils are offered additional opportunity to have additional support in addressing there SEMH needs with targeted 1:1 support through company Unravel directly bought into support pupils via school.	Unravel practitioners on site two days per week to directly work with and support identified pupils. To also work with the staff across school to ensure support is offered and guidance given for pupils. <i>(£11,850)</i>	Pupils are empowered to discuss their feelings and emotions and as a result effectively engage with support and learn strategies to support them with emotional regulation and understanding of their needs.	SLT JC & SD	
2.2 The National Tutoring Programme (NTP) aims to support schools in providing a sustained response to the Covid-19 partial closure of schools and to provide a longer-term contribution to closing the attainment gap. To access the NTP to support pupils in their academic achievements and teaching approach to ensure directed effective support is enabled for those ready to learn and access specific materials in line with their abilities and achievements.	Tutors / specialist targeted support for pupils allocated to enable support at accurate levels to close gap and work on 3:1 basis with pupils with bespoke support. This complements teaching in own classes and across school. <i>(£450)</i>	Pupil's access bespoke, tailored tutoring input which supports them in identified subjects to ensure progression is made and gaps in learning identified and closed via accurate pitch and access to specific learning, particularly linked to maths specialism.	SLT Allocated Tutor/s	
Total budgeted cost				£12,300
iii. Wider Strategies: Supporting parents and carers & access to technology				
Action	Approach and anticipated cost	Desired Outcome / Impact	By who	Review
3.1 Pupils to have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective	Home learning resource packs delivered to families to ensure pupils have access. There are	Pupils have access to all learning materials they need through their	SLT Class Teachers	

of ability of child/parent to navigate the online learning. Personalised materials from class teacher can be arranged to be sent home.	dropped off to the home by school staff. <i>(£500)</i>	home learning packs and materials provided.		
3.2 Pupils to have access to adequate technology at home to enable them to have access to online learning, resources and the ability to complete learning activities.	The school has a loan service for devices to ensure that pupils can access their online learning via Class DoJo. <i>(£500)</i>	Staff within school are aware of pupils who have limited access to the internet and suitable devices to complete home learning and signpost to loan service for technology to be delivered.		
			Total budgeted cost	£1,000
Total Expenditure: £20,466				