

Friars Academy



Proposed Covid-19 Catch Up Premium Plan Expenditure 2021-2022

Summary Information	
Total number of pupils on roll	150
Funding received per pupil	£240
Total amount of funding received	£36700

Statement strategy:

DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning.

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a 3-tiered approach:

1. Teaching

- High-quality teaching for all
- Effective assessment and feedback
- Supporting remote learning
- Focusing on professional development

2. Targeted approaches

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Intervention programmes

3. Wider strategies

- Communicating with and supporting parents
- Access to technology

Friars Academy's focus will be:

1. Quality of teaching for all

- Focus on rebuilding and strengthening relationships.
- Focusing on the training and development of skills to identify needs and provide appropriate mental health and wellbeing support.
- Focus on rebuilding skills and confidence as learners, especially in relation to key skills. This will include assessing what pupils have learnt / remembered during lockdown.
- Enable pupils to be as independent as possible.
- Maximise outdoor learning opportunities.
- Continue to focus on EHCP outcomes, eg sensory regulation.
- Opportunities to practice accessing TEAMs – Office 365.

2. Targeted approaches / support

- Increase the level of pastoral support available to students

- Nurture positive emotional well-being. Time to talk and listen. Routines and structures to be re-established.
- Provide opportunities for pupils to develop their communication skills and ability to emotionally regulate.
- Additional support from EP team

3. Wider strategies / other approaches

- Opportunities for pupils to access a greater range and depth on-line learning at home and school.
- Library of sensory and therapy items available to loan out.
- Increase out of ours learning provision.

Identified barriers to future attainment	
Academic Barriers: - issues addressed in school	
A	Emotional and physical wellbeing
B	Low self-esteem, lack of self-belief and worth related to academic ability (cognition and learning).
C	Social skills – communication and interaction
D	Access to technology
External Barriers: - issues which require action outside of school	
D	Access to technology
E	Attendance
F	Parental engagement

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Quality of teaching for all					
Action	Intended outcome and success criteria	What is the evidence and rationale for this choice?	How will you make sure that it is implemented well?	Staff Lead	When will you review this?
Mental Health training for all staff: Mental Health First Aid training for selected staff Thrive training	<ul style="list-style-type: none"> • All Staff know what constitutes positive mental health and are able to recognise early warning signs of poor mental health • Staff understand the impact of positive mental and emotional health on the capacity to learn • Staff to have a range of strategies and approaches that reduce pupil stress and support positive emotional wellbeing are evident • Evidence of improvements in pupil mental health and wellbeing 	<ul style="list-style-type: none"> • Positive mental health is an essential requirement; without this readiness for learning is limited. • We need to limit the impact of the pandemic ensuring attention is given to promoting and supporting positive mental health. 	<ul style="list-style-type: none"> • Quality training from Mental First Aid England. £ 300 per person = £ 1500 • Regular well-being and Mental First Aid meetings – discussion - feedback Pupil and parent views – Surveys Learning Walks X3 times per year • Thrive subscription bundle inc Thrive training £2450 per year for 2 years £4900 	RSt	July / October July September

	<ul style="list-style-type: none"> An increasing number of pupils will have a 'voice' to be able to communicate their feelings and opinions on a range of wellbeing themes 				
<p>Staff training: Sensory approaches for learners.</p> <p>Purchase additional resources with a focus on those that promote sensory regulation – All pupils to make progress towards EHCP outcomes</p>	<ul style="list-style-type: none"> Increased staff knowledge, understanding and skills Widened range of strategies used to support pupils Improved pupils readiness to learn and engage in learning and emotionally resilience. Pupils increased ability to self-regulate and process sensory information. Access to varied sensory diet Staff able to share strategies with parents 	<ul style="list-style-type: none"> Increased knowledge, understanding and skills enables staff to better support pupils. All staff will access training therefore enabling school to review, refine and develop it's practices to support students. Sensory and emotional regulation correlates to a student's ability to increase or decrease their state of arousal to match their environment. - sensory regulation is included on EHC plans 	<p>Feedback from staff Learning walks Staff discussions Pupil progress information Discussion with parents' Overall evaluation by Assistant Headteacher</p> <p>£1000</p> <p>Purchase sensory resources to be used at home and at school. A library to created and monitored by Assistant Headteacher £2500</p> <p>Feedback from OT re suitable Sensory diet. Class teachers to monitor pupils' level of need.</p> <p>Behaviour lead to monitor and evaluate Behaviour watch records.</p>	<p>RSt / Pastoral Team</p> <p>DGa</p>	<p>June / October</p>

<p>Staff training: Restorative Approaches</p> <p>Pupil RA ambassadors</p>	<ul style="list-style-type: none"> • Qualified specialist practitioners in senior roles. To ensure practices are lead appropriately though out the school. • Pastoral team upskilled – Ability to lead family RA sessions as part of an intervention. • Upskill staff and train new staff. • Students able to assist in RA 	<ul style="list-style-type: none"> • Increased knowledge, understanding and skills enables staff to better support pupils. All staff will access training therefore enabling school to review, refine and develop it's practices to support students. • Students will have increased skills and empathy for other students. • Students able to develop resilience skills. 	<ul style="list-style-type: none"> • RA to be lead, monitored and evaluated by Behaviour Lead • Feedback from staff and parents via survey. • Additional Needs lead to monitor and evaluate the need and effectiveness of the pastoral / student support team <p>£2600</p>	<p>DGa</p>	<p>June /September</p>
<p>All pupils to have access to Active / outdoor bespoke curriculum.</p>	<ul style="list-style-type: none"> • Students are assessed according to the CREATE recording system. Active and outdoor learning to be used to delivery and develop areas of the curriculum identified for extra support. 	<ul style="list-style-type: none"> • As part of Covid protocols students and staff have been limited to in class low movement / low interaction delivery. Some students have not been able to access preferred learning styles eg, Kinaesthetic, 	<ul style="list-style-type: none"> • Continued dialogue and monitoring between Teaching and Learning lead and key stage leaders. • Evidence through CREATE progress. 	<p>AHT LDO LMI</p>	<p>June / September / December</p>

	<ul style="list-style-type: none"> Roaming TA 	<ul style="list-style-type: none"> Pastoral team to train TAs to support with interventions. Additional TA (not based with a class) who is able to support across the school when the need arises. 	<ul style="list-style-type: none"> DHT will monitor and deploy staff where appropriate and liaise with KS leaders re the benefits / needs. 		
Additional support from outside agencies	<ul style="list-style-type: none"> Students accessing specialist health and wellbeing support. 	<ul style="list-style-type: none"> Some students require support that need a specialist skills set / diagnosis that school staff are not qualified to make. 	<ul style="list-style-type: none"> SLT will monitor the referrals (£75 per hour) £ 2050 	RSt	September

Other approaches					
Action	Intended outcome and success criteria	What is the evidence and rationale for this choice?	How will you make sure that it is implemented well?	Staff Lead	When will you review this?
Increased access to technology	<ul style="list-style-type: none"> Increased access to technology in school. Improved pupil ICT skills. Increased levels of independence when 	<ul style="list-style-type: none"> Due to covid restrictions access to laptops and iPad has reduced. Part of our contingency 	<ul style="list-style-type: none"> Monitored distribution of resources results in all pupils in need across school being able to access technology. 		June / October

	<p>accessing subscribed online resources. Assessment information demonstrates pupils making progress across areas relevant to their individual learning programme.</p>	<p>plan is to ensure pupils can use technology as independently as possible therefore greater attention to teaching ICT skills is to be included during the school day.</p>	<ul style="list-style-type: none"> • Feedback from teachers. Assessment information analysed by Teaching and learning / Key Stage and IT Lead. • 12 laptops = £6,150 Laptop charging trolley £700 Setting up costs = £200 Cameras / speakers = £ 900 <p>Total = 7920</p>		
<p>Increase on-line resource offer</p>	<ul style="list-style-type: none"> • Assessment information shows that pupils are making pleasing progress 	<ul style="list-style-type: none"> • During lockdown earlier in the school year pupils demonstrated that they could access online resources. Analysis showed that pupils made pleasing progress. We want to continue to ensure pupils have access to relevant online apps that they can access at home if remote learning is required. These resources can also support homework. 	<ul style="list-style-type: none"> • Class teachers / Key stage Leaders will monitor engagement and progress. Curriculum lead with evaluate overall impact of on-line apps. <p>£3500</p>		<p>June / October</p>

<p>Staff training: Student support team - Solihull Approach</p>	<ul style="list-style-type: none"> • Solihull Approach aims to support and increase the emotional health and wellbeing of all involved. Increased skills and knowledge consistently applied. • Evidence of support for families. 	<ul style="list-style-type: none"> • Solihull Approach has a strong evidence base and is promoted by the local authority. It encompasses support for the whole family. 	<ul style="list-style-type: none"> • Additional Needs lead to monitor and evaluate the need and effectiveness of the pastoral / student support team <p>£365 x2 = £730</p>	<p>RSt</p>	<p>September</p>