



ATLAS Multi Academy Trust

COVID-19 CATCH-UP PREMIUM REPORT – ST ALBANS GIRLS’ SCHOOL

SUMMARY INFORMATION:			
Total no. of pupils:	1108 (7-11)	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£86 080		
STRATEGY STATEMENT			
<p><u>School’s catch-up priorities:</u></p> <ul style="list-style-type: none"> To support the recovery curriculum in all departments and key stages To ensure no student falls through the gap To invest in the staffing body to support students To provide support for teaching and support staff, encouraging well-being <p><u>Core approaches being implemented (and how they will contribute to helping pupils catch up on missed learning):</u></p> <p>Teaching and Learning:</p> <ul style="list-style-type: none"> Investment in ensuring the curriculum is delivered to the highest standard even with the disruption of COVID-19 CPD – Invest in the professional development and improved practice of our staff Careers – Support all learners but especially those who are vulnerable with aspirations and readiness for work <p>Remote Learning and Catch-up:</p> <ul style="list-style-type: none"> Access to IT – ensure all students have access to quality IT when home/off-site learning Online Learning – Ensure we have a broad suite of online platforms to support learning and teaching <p>Targeted Academic Support:</p> <ul style="list-style-type: none"> Individual and small group Instructional Interventions – online opportunities (NTP) Internal, small group instructional interventions <p>Wider strategies:</p> <ul style="list-style-type: none"> Parental engagement – supporting socially distanced parental engagement to support improvements in academic outcomes, catch-up and readiness to learn Social and emotional support – utilising Student Support Advisers to develop students social and emotional skills where needed 			





Barriers to Learning

BARRIERS TO FUTURE ATTAINMENT	
Academic Barriers: <i>(issues addressed in school such as low levels of literacy/numeracy)</i>	
A	Organisation, preparedness and behaviour for learning
B	Prior attainment including numeracy and literacy
C	Low aspirations and motivation
D	Poor well-being and/or low mental health
E	Lack of resources

ADDITIONAL BARRIERS	
External Barriers: <i>(issues which require action outside school such as home learning environment and low attendance)</i>	
F	Low attendance rates for students
G	Lacking parental engagement

Planned expenditure for current academic year

QUALITY OF TEACHING FOR ALL					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will this be reviewed
Students – Chromebooks, G suite, Buzz and USB Headsets	Students can access remote learning and online school work moving forwards. Teachers can utilise the G suite to support learning and teaching.	Additional Chromebook required by the school outside of the numbers provided by the DfE. Additional Safeguarding and filtering for Chromebook's used for home learning G-suite upgrade required to facilitate large online meetings for year groups	IT team have rolled this out to all devices where required and made use of g-suite data collection tools to monitor. Full year on line briefing sessions no achieved	SLT	Termly.





Staff – Visualisers and webcams	Teachers can use the visualisers to ensure all subjects can maximise their teaching and are not impeded by the nature of their subject.	Visualisers and web cams requested by teacher for use in practical subjects such as DT and Science to enable the teacher to share work	Use monitored by faculty leaders and reported to SLT through one to one meetings	SLT	Annually.
COVID – staff appointment	The appointment of: CHN ECT (Inclusion TA), fixed to 04/01/22 CMS (Inclusion TA), fixed to 04/01/22	Teaching Assistants provide additional in-class support to identified students and 1:1 catch up where required.	TAs are assigned to students by the SENCO and progress and attainment are closely monitored.	KTS	January 2022
Total Budgeted cost:					£48,706
TARGETED SUPPORT					
Action	Intended outcome and success criteria	What’s the evidence and rationale for this choice?	How will you make sure it’s implemented well?	Staff lead	When will this be reviewed?
Catch-up – NTP / My Tutor	To support disadvantaged students catch up outside of the school day through the part-funded National Tutoring Programme	EEF - Students who access targeted tuition for English, Maths or Science are more likely to raise their confidence and close the gaps in learning.	Tracking of students will be completed weekly, attendance monitored and any concerns dealt with quickly to ensure its’ success.	CRE - AHT	Termly.
Additional catch-up Instructional Interventions	To provide specific intervention for students who have been impacted by COVID-19 and the lockdown. This is a flexible approach and will be allocated in various formats across year groups dependent on the need i.e. Year 7 and 8 Reading Catch-Up	Targeted intervention is highly impactful for students, particularly where the is 1:1 or small group work. All provision will be provided by an appropriately qualified member of staff/additional programme.	Tracking of attendance, attainment, progress and confidence will be regular with a plan, do, review cycle to reflect and ensure impact.	CRE & HOKS	Termly.
Total Budgeted cost:					£36,568





Other approaches

OTHER APPROACHES					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will this be reviewed?
Parental engagement – Parents Evening	To ensure teachers and parents can still have dialogue about a student's achievements, progress and next steps despite remote provision.	Students benefit greatly from 1:1 feedback and parental involvement is key to its' success.	Appointments and attendance is tracked. Staff have key pointers to guide discussions.	DOL / HOK	Termly.
Total Budgeted cost:					£786

