



## Post-Covid Catch-Up Expenditure Overview

Summary Information			
School	Inspire Academy	Date	November 2020

School's Universal Catch-Up Premium Fund		Number	Percentage %
Total Number of Pupils on Roll: 372	Pupils Eligible for PP	135	36.2%
	Pupils with SEND	65	17.4%
	Pupils who are LAC	2	0.53%

Barriers			
Academic			
1.	All pupils <b>learning has been severely disrupted</b> by school closures and varying levels of support, involvement and engagement from home. This has <b>created increasing gaps in learning</b> .		
2.	Pupils have <b>not all had the opportunity to access a range of books and literature</b> , see reading modelled and to read to others.		
3.	<b>Key skills such as phonics, reading, spelling, basic maths and number skills and pre-writing/ basics of writing skills which typically build over time and across year groups now have significant gaps</b> (dependant on engagement from home), which will impact on all subsequent learning in this and potentially future years.		
4.	Children with <b>SEN</b> have been disproportionately affected either because of parent difficulties, vulnerability related absence or because it has not always been possible to facilitate 1:1 or small group teaching/ have teachers 'floating' across bubbles.		
Behaviour and Attitudes			
5	Children have been out of routine for so long and will need to <b>be re-familiarised with rules, routines and expectations</b> of the school setting.		

6	Children's <b>attention, concentration and stamina for learning</b> is likely to have been affected by long periods of absence and different expectations and allowances at home.		
<b>Personal Development (including social/ emotional and overall wellbeing)</b>			
7	<b>Increased anxiety</b> for some children which could impact behaviour or ability to learn.		
8	<b>Experiences of some children at home</b> eg. Exposure to illness and death, involvement of outside services for instances such as neglect, DV etc.		
9	Many children <b>have not been able to socialise with anybody of their own age for a significant amount of time</b> . This could impact on friendships and social circles in school and must not disrupt learning		

Barrier	Desired Outcome	Actions	Timescale	Monitoring Effectiveness	Cost implications	Evaluation
All pupils <b>learning has been severely disrupted</b> by school closures and varying levels of support, involvement and engagement from home. This has <b>created increasing gaps in learning</b> .	That gaps for children across all year groups, in key skills such as reading, phonics, maths/ number skills, times tables and fine motor control skills will be closed and that the majority of children are working at ARE.	<ul style="list-style-type: none"> <li>- Fine Motor packs sent out to all EYFS.</li> <li>- Purchase Apps that can be accessed by on site AND remote learners – Spelling Shed, Maths Shed, Reading Planet, Maths.com, Reading Plus etc</li> <li>- Purchase and use Shine targeted intervention programme linked to assessment</li> <li>- Purchase further class set of Chromebooks</li> </ul>	<p>Purchase by January 2021</p> <p>In use partially – immediately</p> <p>In use fully – on full opening</p>	Principal and SLT	See below	

		to allow increased access to apps and programmes.				
Pupils have <b>not all had the opportunity to access a range of books and literature</b> , see reading modelled and to read to others.	<p>That children's reading is enhanced rather than negatively impacted, because of the range of reading material they have accessed and the delivery of a curriculum supported heavily by books/ reading.</p> <p>That as many children as possible are at ARE in reading by end of year.</p> <p>That children across the school are accessing a range of books and reading for pleasure.</p>	<ul style="list-style-type: none"> <li>- Purchase and implementation of Reading Plus across KS2</li> <li>- Purchase of Reading Planet providing extra online literature particularly for children where books are not readily available</li> <li>- Google Classroom platform purchase to allow online story time/ Guided Reading sessions</li> <li>- Additional reading materials for those children in school</li> </ul>	<p>Purchase by January 2021</p> <p>In use partially – immediately</p> <p>In use fully – on full opening</p>	<p>Principal</p> <p>SLT</p> <p>English/ Reading lead</p>	See below	
<b>Key skills such as phonics, reading, spelling, basic maths and number skills and pre-writing/ basics of writing skills which typically build over time and across year groups now have significant gaps</b>	That the purchase and use of additional online apps and in school programmes and the effective implementation of intervention and progressive planning and teaching allows	<ul style="list-style-type: none"> <li>- Fine Motor packs sent out to all EYFS.</li> <li>- Purchase Apps that can be accessed by on site AND remote learners –</li> </ul>	<p>Purchase by January 2021</p> <p>In use partially – immediately</p> <p>In use fully – on full opening</p>	<p>Principal &amp; SLT</p> <p>Class teachers &amp; TAs</p>	See below	

<p>(dependant on engagement from home), which will impact on all subsequent learning in this and potentially future years.</p>	<p>gaps created by lockdown to begin to close.</p>	<p>Spelling Shed, Maths Shed, Reading Planet, Maths.com, Reading Plus etc</p> <ul style="list-style-type: none"> <li>- Purchase and use Shine targeted intervention programme linked to assessment</li> <li>- Purchase further class set of Chromebooks to allow increased access to apps and programmes.</li> </ul>				
<p>Children with <b>SEN</b> have been disproportionately affected either because of parent difficulties, vulnerability related absence or because it has not always been possible to facilitate 1:1 or small group teaching/ have teachers 'floating' across bubbles.</p>	<p>Children gaps for children with SEN are not increased for children who have SEN and already working below ARE.</p>	<ul style="list-style-type: none"> <li>- Facilitate allocated staff to be placed within specific bubbles delivering IEP targets and supporting SEND children in class.</li> <li>- Ensure children have access to technology for catch up</li> <li>- Keep in regular contact with children and deliver resources</li> </ul>	<p>Purchase by January 2021</p> <p>In use partially – immediately</p> <p>In use fully – on full opening</p>	<p>Principal &amp; SLT</p> <p>SENCO</p>	<p>See below</p>	

		<ul style="list-style-type: none"> <li>- required for them to access learning/ alternatively offer a place in school</li> <li>- Review process to continue</li> <li>- Children with EHCP accommodated in school</li> </ul>				
Children have been out of routine for so long and will need to <b>be re-familiarised with rules, routines and expectations</b> of the school setting.	Children's wellbeing is prioritised and time is allocated in class to go over rules and routines so children are reminded and these can be re-established	<ul style="list-style-type: none"> <li>- Use of Google Classroom to present live assemblies and messages particularly to those children at home</li> <li>- Production of yr group social stories to support re-integration</li> <li>- Access to pastoral support (in person or by phone call)</li> </ul>	Ongoing	Principal & SLT  Class teachers & TAs	See below	
Children's <b>attention, concentration and stamina for learning</b> is likely to have been affected by long periods of absence and different expectations and allowances at home.	Children's wellbeing is prioritised and time is allocated in class to go over rules and routines so children are reminded Children's ability to access sustained learning periods effectively may be diminished	<ul style="list-style-type: none"> <li>- Interventions facilitated by staff and purchase of new technology, apps and books to support learning</li> <li>- Purchase of BLISS support package to</li> </ul>	Ongoing	Principal & SLT  Class teachers & TAs	See below	

		support behaviour needs that may be impacting learning				
<b>Increased anxiety</b> for some children which could impact behaviour or ability to learn.	Children's wellbeing is prioritised and time is allocated in class to reflect on our feelings and help find solutions or mechanisms of support for children	- Interventions facilitated by staff and pastoral mentor	Ongoing but particularly on full re-opening		See below – allocated from staff time	
<b>Experiences of some children at home</b> eg. Exposure to illness and death, involvement of outside services for instances such as neglect, DV etc.	Children's wellbeing is prioritised and time is allocated in class to reflect on our feelings and help find solutions or mechanisms of support for children.	- Interventions facilitated by staff and pastoral mentor	Ongoing but particularly on full re-opening		See below – allocated from staff time	
Many children <b>have not been able to socialise with anybody of their own age for a significant amount of time.</b> This could impact on friendships and social circles in school and must not disrupt learning	Children's wellbeing is prioritised and events/ new routines are established that allow the children social opportunities and experiences	- Winter wellbeing event - Other wellbeing events online and in person	Ongoing		See below – allocated from staff time	

### Costings

EY2P Phonics Training for EYFS/ KS1 staff – Quality Assurance	£270
Shine Maths Interventions	£220
Shine English Interventions	£220
Spelling Shed Subscription	£225
Rising Stars Reading Materials	£400
Reading Planet Books and online materials	£2554

Reading Plus – full KS2 programme and Materials	£7950
Wellbeing Event for all Children	£772
Maths.com subscription	£233
All Materials for Fine Motor Packs sent to all Nursery, Reception & Y1 pupils	£1000
Full class set of IPADS plus protective case, headphones and associated licenses	£7350
IPADS for EHCP children to support tailored/ specific learning programmes plus protective case, headphones and associated licenses	£2450
Ass parts for IPAD tech	£1010
World Book Day Poetry Event accessible in school and remotely	£600
Year Group Book for World Book Day 'Readalong' Event	£1900
<b>TOTAL</b>	<b>£27,154</b>