

Covid Catch-up Premium Strategy Statement – Cherry Tree Academy

This strategy statement is to be read in conjunction with the school's ***Pupil Premium Strategy Statement***. Together the two statements describe the school's ***Disadvantaged Strategy***. The tiered model defines how the school plans to use the Pupil Premium Grant and the Coronavirus Catch-up Premium to close the gap for disadvantaged pupils and respond to the negative impact on learning and wellbeing caused by the disruption of school closure during the COVID-19 Pandemic. Many strategies will overlap categories and cross the two strategy statements.

School's Coronavirus Catch-up Premium allocation - £22,400

School context and the challenges of whole school return - impact on learning and wellbeing caused by the disruption of school closure during the COVID-19 Pandemic.

The school was at a crucial point in its development when the Covid 19 lockdown was introduced having been judged as no longer requiring special measures and showing clear signs of improvement. Social, emotional and behavioural challenges alongside the urgent need to continue improving quality first teaching provision were the areas where greatest impact was beginning to be evident. The impact of lockdown on learning, attainment and progress has been significant and the impact on mental health leading to greater social, emotional and behavioural challenges has created an extensive need for further development in these areas.

Teaching and whole school strategies

- *High quality teaching for all*
- *Effective diagnostic assessment*
- *Supporting remote learning*
- *Supporting Early Career teachers*
- *Focussing on professional development*

		Person/Team Responsible	Cost
A	QFT is not always supported by evidence informed professional learning. Not all teachers and leaders have engaged in evidence informed professional learning to develop the knowledge, skill and confidence to use assessment to enhance teaching and learning (face to face and remote). Inconsistencies in understanding and practice exist from school to school.	JG, SLT	ALP programme – shared with AMD – no cost to CTA. AE programme £50 per teacher

			One Wakefield £500 programme contribution
B	Behaviour for learning strategies need improvement and all teachers need to take full accountability for this. This will improve the learning opportunities for all children	ST, JS, JL, Pastoral team	£15,000 towards releasing JS from class to lead pastoral team
C	QFT requires further development and embedding to ensure that the curriculum is well delivered and accurately meets the needs of all children, taking account of the gaps in learning which have widened as a result of Covid 19.	JG, subject leads, phase leads	No additional cost – cover to be met from school budget
Targeted Academic Support <ul style="list-style-type: none"> • <i>High quality, one to one and small group tuition</i> • <i>Teaching Assistants and targeted support</i> • <i>Academic tutoring</i> • <i>Planning for pupils with special educational needs and disabilities</i> 			
		Person/Team Responsible	Cost
D	Groups of children with significant social, emotional and behavioural needs require bespoke and targeted intervention to support them with understanding and controlling their emotions. This will help to remove the barriers to learning for these children and will also ensure that learning is not disturbed for other children in class.	Pastoral team	£3,900 towards costs of temporary support staff to work directly with these groups of children plus individuals with significant needs.
Wider Strategies <ul style="list-style-type: none"> • <i>Supporting pupils' social, emotional and behavioural needs</i> • <i>Planning carefully for adopting a SEL curriculum</i> • <i>Communicating with and supporting parents</i> • <i>Supporting parents of with pupils of different ages</i> 			

- *Successful implementation in challenging times*

		Person/Team Responsible	Cost
E	Blended learning strategies and systems need to be improved and developed to ensure that full learning opportunities are available to all children at home as well as at school and to prevent further gaps in learning impacting on future progress.	JG, trust blended learning lead	£3,400 for blended learning lead

A. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>QFT is not always supported by evidence informed CPD.</p> <p>Inconsistencies in understanding and practice exist from school to school.</p> <p>Not all teachers and leaders have engaged in evidence informed professional learning to develop the knowledge, skill and confidence to use assessment to enhance teaching and learning (face to face and remote).</p> <p>Feedback does not always provide pupils with precise strategies so that they can improve their work in lessons (face to face and remote).</p> <p>Feedback does not always identify specific knowledge and skills that pupils should learn and use next (face to face and remote learning).</p> <p>Pupils do not always have enough opportunities to respond to feedback or collaborate with peers</p>	<p>Active Ingredient 1: Each school will have two middle or senior leaders that engage in substantial assessment based professional learning and complete EBE's Assessment Lead Programme from January to December 2021.</p> <p>Active Ingredient 2: All teachers will engage in assessment focused professional learning and complete EBE Assessment Essentials programme April to December 2021.</p> <p>Active Ingredient 3: Assessment practice will be informed by the best available evidence</p> <p>Active Ingredient 4: A framework of universally understood assessment fundamentals and expectations will be created.</p> <p>Active Ingredient 5: A core group of evidence informed assessment leads will drive improvements in each school and across the trust</p> <p>Active Ingredient 6: High quality teaching will be underpinned by clearly defined assessment practices including</p>	<p>Equity – access for all to core evidence informed professional learning through EBE's ALP and Assessment Essentials course.</p> <p>Opportunities to observe and share practice (video facility), engage in further reading and support collaborative conversations.</p> <p>Planned and regular pause points for review and collaboration conversations.</p> <p>Opportunity for assessment leads to co-design and co-deliver professional learning to teachers and support staff.</p> <p>Collaborative approach to designing and delivering an excellence guidance document.</p> <p>Assessment leads lead workshop, networks and act as advocates – positively influencing change in assessment practices.</p>	<p>Fidelity</p> <p>Short term: Assessment leads articulate why, when and how to assess. There is a shared understanding and agreement of key concepts in assessment pedagogy. Colleagues are supported in designing formative and summative assessments that are demonstrably reliable in supporting curriculum planning and tracking progress.</p> <p>Medium term Assessment Leads improve the reliability of judgement in both formative and summative approaches. Leaders work together to build powerful formative questioning for diagnostic use when planning schemes of work.</p> <p>Short term: All teachers Teachers are guided to question existing practices. More dependable methods are deployed so that pupils are supported to make progress in remote and face to face lesson sequences. Teachers better understand the impact of their teaching on children's learning so they can</p>	<p>Short term: Pupils will have higher expectations in relation to the quality of the work they produce because feedback is focused and specific.</p> <p>Pupils will receive clear explanations of new content, receive feedback on how they are progressing, have opportunities for interactivity through questioning and are supported through targeted scaffolding regardless of whether they are learning remotely or face to face.</p> <p>Teacher workload will reduce because feedback at the point of learning becomes integral to everyday lesson structure.</p> <p>Pupils' motivation to improve will increase because they are experiencing success and celebrating the acquisition of knowledge.</p>

<p>(face to face and remote). Feedback from frequent low stakes testing is not always used to ensure all pupils, and in particular disadvantaged pupils, experience success and celebrate the acquisition of knowledge (face to face and remote).</p>	<p>retrieval practices, feedback, editing and reviewing. Active ingredient 7: Remote and face to face teaching will support learners by ensuring they receive clear explanations of new content, enabling them to receive feedback on how they are progressing, creating opportunities for interactivity through questioning and using targeted scaffolding. Active Ingredient 8 Regular, low stakes assessments quickly identify which core aspects of learning require revisiting and rebuilding for individuals and groups.</p>	<p>Follow up support – assessment leads coach and mentor staff at all levels to build capacity. Teachers assess effectively the extent to which core aspects of learning require revisiting and rebuilding for individuals and groups. A responsive curriculum offer is built taking account of assessment information.</p>	<p>make better decisions about what happens next. Medium term All teachers The professional learning helps to reduce unnecessary workload and increase the effectiveness of classroom practice by honing the skill of evidence informed decision making (formative and summative).</p>	
<p>Review Progress at the end of the autumn term</p>	<p>Review Progress at the end of the spring term</p>	<p>Review Progress at the end of the summer term</p>		

<p>B. Planned Expenditure</p>				
<p>Barrier/Problem</p>	<p>Intervention Description (What are the active ingredients?)</p>	<p>Implementation Activities</p>	<p>Implementation Outcomes</p>	<p>Pupil Outcomes</p>
<p>Behaviour is not managed effectively at low levels as well as high. A positive behaviour policy has been introduced but staff</p>	<p>Active Ingredient 1- Behaviour policy will be discussed and further reviewed. Active Ingredient 2- Consistent approaches will be agreed and</p>	<p>CPD will be given to all staff around effective behaviour management and the new policy. Opportunities for staff to collaborate, watch and</p>	<p>Short term: Fidelity: All staff are able to clearly articulate the principles of effective positive behaviour management and the active ingredients. Staff are</p>	<p>Short term. Staff will gain a greater understanding of the effectiveness of positive reinforcement. Children</p>

<p>need significant support and CPD in order to implement this effectively. Staff Require CPD and support to implement the policy consistently and effectively. Senior staff will be pivotal in modelling this. Pupils do not all behave in an appropriate manner which would support effective learning. Some Pupils do not understand how to manage their own behaviour and emotions. EEF research shows at least 3 months added impact when behaviour improvements are effective.</p>	<p>expected from all staff and children. Active ingredient 3- pastoral team teachers will support classroom staff to develop relationships and increase positive behaviour and engagement. Active Ingredient 4- Staff will promote and model positive behaviour and engagement at all times. Active Ingredient 5- Pupils will be given regular opportunities to demonstrate positive behaviours. Active Ingredient 6- Sanctions, where needed, will be proportionate, consistent and allied to individual circumstances.</p>	<p>share practice and develop behaviour management will be planned into the timetable. Group sharing of good practice and evaluation of developments will form a regular part of staff meetings. Pastoral team will lead on this and develop individualised support as needed. Formal communication will take place through staff meetings, EFs and non negotiables. Staff will be encouraged to communicate informally to maintain momentum. Follow up support in terms of coaching will be provided by SLT as required.</p>	<p>incorporating positive relationships and reinforcement into their pedagogy. Acceptability: The majority of staff experience a growing confidence in delivering positive behaviour strategies and staff feedback is positive. Medium term Fidelity: There is a body of evidence in terms of records of rewards and sanctions that show the improvements in behaviour and ethos across school. Pupils and staff are clearly able to articulate the pedagogy of positive behaviour management to others. Reach: All Staff and pupils are confident in terms promoting and maintaining positive behaviour.</p>	<p>will engage with the new policy. Medium term- The quality of pupil's work will improve as a result of improved teaching through better classroom management. Instances of exclusion will decrease. Long term- Outcomes for pupils will increase as calm and positive learning behaviours become the norm.</p>
<p>Review Progress at the end of the autumn term</p>	<p>Review Progress at the end of the spring term</p>	<p>Review Progress at the end of the summer term</p>		

C. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>QFT requires further development and embedding to ensure that the curriculum is well delivered and accurately meets the needs of all children, taking account of the gaps in learning which have widened as a result of Covid 19.</p> <p>Teaching staff need support to develop their practice to ensure consistency and impact for all children and specifically those who have additional gaps and needs as a result of Covid 19 impact.</p> <p>Pupils Have significant gaps in learning as a result of the lockdown and require general and specific knowledge and skills development to enable catch up to occur effectively.</p>	<p>Active ingredient 1 – SLT to review the position within classes and strategically plan for effective implementation.</p> <p>Active ingredient 2 – Teachers need to review their assessments and develop lesson plans to ensure that gaps are closed.</p> <p>Active ingredient 3 – leaders to support and challenge staff to ensure that maximum potential is reached and maintained.</p>	<p>CPD will be given to all staff to remind them of expectations around all QFT and to ensure that they are fully aware of the needs of individuals and groups as a result of Covid 19</p> <p>CPD in the form of team teaching and coaching will be implemented where needed.</p> <p>Collaboration across phases and with staff who have strengths in practice will take place to ensure that support is effective.</p> <p>Challenge for individual staff members will be applied where more formalised methods of support have not shown expected outcomes in terms of improvement.</p>	<p>Short term: Fidelity – all staff will ensure that all aspects of the curriculum are taught with systems and expectations in all classes following agreed policies.</p> <p>Acceptance – all staff will take full accountability for the progress and attainment of all groups of children within their class and ensure that their practice maximises the positive impact of this.</p> <p>Medium term Evidence from monitoring shows greater consistency of expectation within each classroom and around school.</p> <p>Long term Teaching and learning is at least good across school and no groups of children under achieve as a result of their background or external factors such as Covid 19.</p>	<p>Short term Gaps will be stabilised and catch up will begin to be evident through assessment.</p> <p>Medium term Assessment will show clear evidence of gaps beginning to close.</p> <p>Long term No groups of children will have significant gaps in their knowledge and understanding as a result of Covid 19.</p>
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term

D. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>A significant number of children have social circumstances or emotional / behavioural needs which impact on their ability to attain their full potential. This includes some children with diagnosed communication and interaction conditions and low self confidence as well as those whose emotional and behavioural needs result from home circumstances.</p> <p>Staff need support to raise the aspirations of these children and ensure that they account for these needs when planning and delivering teaching. Teachers will develop programmes to focus on specific need where applicable which will be led by support staff.</p> <p>Pupils need to believe in themselves and develop strategies to manage their emotions, behaviour or confidence levels.</p>	<p>Active ingredient 1 – SLT to continue to review the needs of these groups of children and the delegation of staff within the safeguarding and pastoral team to ensure that these interventions can be effectively staffed and delivered.</p> <p>Active ingredient 2 – a cross staff team including SLT, learning mentors and TAs will be established to support behaviour provision and effectiveness.</p> <p>Active ingredient 3 – staff need training in initiatives such as nurture and thrive to ensure that the needs of these children are met.</p> <p>Active ingredient 4 – specific, focused, short term interventions need to be established according to need and to be followed up within class. These will happen at least once per week during afternoon sessions on the timetable and more frequently according to need. They will be delivered by trained support staff.</p> <p>Active ingredient 5 – nurture and thrive type provision are required and will be led by the</p>	<p>CPD for staff working with these groups and individuals.</p> <p>CPD will include the use of EEF research as a starting point for further development of the programme of support and of whole school actions. https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/</p> <p>Collaboration between these staff, SENCo and class teachers to ensure that the needs of these children are fully met. This includes support and coaching from SLT.</p> <p>Collaborate with other schools who have shown progress and improvements in this area of work.</p>	<p>Short term Fidelity: staff will ensure that the emotional needs of these children are considered and actively planned for. Interventions, where needed, will be in place.</p> <p>Medium term Fidelity: All staff will demonstrate effective provision to cater for the emotional and behavioural needs of the children.</p> <p>Reach: the number of children with these needs and from disadvantaged backgrounds reaching crisis points will reduce.</p>	<p>Short term Pupil self confidence and awareness will increase. They will respond positively to these interventions.</p> <p>Medium term Behaviour, confidence and self control will be managed individually with less need for intervention.</p> <p>Long term Positive impact on social and emotional welfare will be evident through improved outcomes. Improved self esteem and confidence leading to improved academic outcomes and a greater ability to access secondary school provision effectively. Sanctions, including exclusion, will reduce as the needs of the children will be more effectively met within the classroom.</p>

EEF toolkit – social and emotional learning has an added impact of +4 months.	learning mentors and pastoral team.			
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term

E. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Blended learning strategies and systems need to be improved and developed to ensure that full learning opportunities are available to all children at home as well as at school and to prevent further gaps in learning impacting on future progress.</p> <p>Staff require support and training to make most effective use of blended learning resources for home learning and to supplement and improve in school learning further.</p> <p>Pupils and families require support to access the technology and to maintain engagement</p>	<p>Active ingredient 1 – A member of staff to support across the trust schools will be appointed as well as identifying a member of staff within school.</p> <p>Active ingredient 2 – support for staff with knowledge and confidence to deliver home learning effectively.</p> <p>Active ingredient 3 – supportive monitoring of this by SLT to ensure that provision across school is equitable and at acceptable levels.</p> <p>Active ingredient 4 – review of staff workload by SLT to ensure that the provision of blended learning does not impact negatively on this.</p> <p>Active ingredient 5 – Support for families to access blended learning both in terms of access</p>	<p>CPD for all staff to ensure that staff skills and confidence are at an appropriate level.</p> <p>Teaching staff to trial uploading and using the different aspects of teams to facilitate blended learning.</p> <p>Teaching staff to trial live and video lessons and be ready to implement these fully during a bubble closure or future lockdown situation.</p> <p>Pupils to rehearse using teams as part of ICT sessions within school to ensure that they are prepared and able to do this from home when needed.</p> <p>SLT to monitor engagement and effectiveness and</p>	<p>Short term Fidelity: all staff will regularly upload home learning and will trial some live / video lessons.</p> <p>Medium term Every class will have access to blended learning including uploaded resources / documents and direct teaching via live and / or video lessons from their class teacher.</p> <p>Long term Blended learning will become embedded as an integral part of the school teaching and learning expectations. All children will access this confidently and appropriately.</p>	<p>Short term Pupils will begin to access blended learning mainly through classroom work and gaps in learning will not widen further.</p> <p>Medium term Access will become more consistent and assessment will show gaps beginning to close.</p> <p>Long term Blended learning will contribute to our overall curriculum offering helping to ensure that all groups of children make expected progress and reach consistent outcomes.</p>

with home learning during any periods when bubbles are closed.	to hardware and technical support as needed.	support / challenge where needed. SLT to ensure that barriers for families are addressed and resolved with the support of the trust lead.		
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term