

**Coronavirus (COVID-19) catch-up premium**

The government COVID-19 catch-up premium has been established to mitigate the effects of the unique disruption caused by coronavirus. The grant will only be available for the 2020-2021 academic year.

Schools have been advised to use this funding for specific activities to support students to catch up. To support schools to make the best use of the funding, the EEF has published a support guide to support schools to ensure best practice is followed. As with all government funding, school leaders and governors must be able to account for how the money is being used. Therefore the impact and spending strategy for this catch-up premium will be reviewed throughout the 2020-2021 academic year.

<b>Overall strategy area</b>	<b>Specific strategies</b>
Teaching and whole-school strategies	<i>Quality First Teaching in the classroom supported by a clear Teaching and Learning training programme. Focus on Blended Learning. Accurate assessment at the start of the programme to identified cohort.</i>
Targeted approaches	<i>One to one and small group Intervention programmes for Literacy, Numeracy and well-being.</i>
Wider strategies	<i>Ensure identified cohort have access to electronic devices for remote learning. Access activities to raise aspiration and engagement.</i>

**Coronavirus (COVID-19) catch-up premium strategy outline**

<b>SCHOOL NAME</b>	The Brooksbank School
<b>HEADTEACHER/DEPUTY HEAD</b>	Mr A. Taylor/ Mrs Z Puddephatt
<b>AMOUNT OF COVID-19 CATCH-UP PREMIUM</b>	£ 29,120

<b>Strategy Area</b>	<b>Specific strategy</b>	<b>Success criteria</b>
Teaching and whole- school strategies	Quality First Teaching in the Classroom	Departmental reviews demonstrate QFT
Teaching and whole- school strategies	Provide students with high-quality feedback, building on accurate assessment. This will be the starting point using data from PowerBi.	Accurate assessment identifying students at risk of falling behind their peers
Teaching and whole- school strategies	Provide support for teachers and students to access appropriate Blended Learning opportunities.	100% students have access to an electronic device. Appointment of T/in C of blended learning provides training for all staff and students.
Targeted approaches	Appointment of two specific support staff to provide 1:1 or small group intervention in Literacy	Bespoke timetable of activities to raise attainment. Initial benchmark testing to take place to ensure improved outcomes.
Targeted approaches	Appointment of two specific support staff to provide 1:1 or small group intervention in Numeracy	Bespoke timetable of activities to raise attainment. Initial benchmark testing to take place to ensure improved outcomes.
Targeted approaches	Appointment of two specific support staff to provide 1:1 or small group intervention with being activities.	Bespoke timetable of activities to raise attendance. Student voice to demonstrate improved well-being.

Wider strategies	Provision of electronic devices, where required, to support learning remotely when necessary.	100% of identified cohort to have access to an electronic device. Access remote learning when required.
Wider strategies	Well- being advisers available to support the well-being of individuals if required.	Positive student voice and engagement. Feedback from identified cohort.
Wider strategies	Opportunity for additional activities to encourage attendance and welfare. To include Arts/Sports/Music	Improved attendance and engagement in school activities.