



Aughton Junior Academy

Covid-19 Catch-up Plan

October 2020

Funding Allocation = **£14,720**

Intent	Implementation	Cost	Impact
Teaching			
Bespoke CPD to embed mental maths teaching strategies, focus group teaching and differentiation into QFT to ensure all pupil groups make good progress.	MER evidences effective use of AFL strategies, focus group teaching and effective differentiation within QFT. Mental maths lesson taught daily with a focus on times tables. Books demonstrate progress through inclusive practice. Development of staff expertise in relation to effective use of assessment for learning strategies.		
Diagnostic assessment completed through teacher assessment and purchase of baseline testing for each year group.	Teacher assessments moderated to support NQT's development and accuracy. SEND baseline assessment CPD for staff to ensure rigour in delivery and outcomes are used effectively.	Cost out baseline screeners £700	
Reading Leader to create programme of support for NQTs delivering phonics.	Coaching and team teaching model for phonics and guided reading delivered within the first half of term 1. Recorded phonics sessions to support improving the delivery of phonics teaching at AJA, remote learning for AJA pupils and across the wider trust.	Video equipment £500	
To develop positive learning behaviour through the 3B4ME and Learning Pit resources.	Launch 3B4 Me through resources and CPD for both pupils and teachers. 3B4 strategies are embedded through themed rewards and new house point tokens. Pupil voice to be at the heart of subject monitoring to ensure pupils 'know more and remember more' of what has been taught. Revisit metacognition to identify and embed high impact strategies through staff training and observing QFT.	Resources already purchased through main budget	



Remote learning CPD to ensure staff and pupils are familiar and confident with the use of Google Classroom.	Staff use Google Classroom with confidence to enrich and enhance the curriculum offer. Google classroom is used to deliver remote learning if required. CPD for pupils and parents to ensure all stakeholders can access remote learning.		
Costs relating to Teaching: £1,200.00			
Targeted Academic Support			
Gaps in phonics and maths are identified and addressed promptly, ensuring all groups of pupils make more than expected progress. English/FS lead to lead on make-up phonics sessions in Y1/2 and WBDB/SEND pupil groups in Y3/4 to supplement QFT.	QLA used effectively to drive planning and subsequent teaching of maths and phonics. Tracking demonstrates accelerated progress in phonics and maths. Phonics sessions are taught to age, and supported by additional make up sessions. Phonics trackers are used to identify gaps and track progress. All pupils who did not pass PSC in KS2 to receive phonics teaching. TA additional support in phonics, early reading and mental maths/arithmetic catch up interventions for pupils identified by baselines or teacher assessment.		
Maths lead to monitor and lead on CPD to ensure mental maths strategies are a key focus in QFT with a particular focus on Y5/6. Maths intervention for Y5&Y6 SEND and disadvantaged pupils whose learning has regressed – pupils to be identified from baseline data comparisons to last year (use of standardised scores).	MER evidences high impact QFT and supplementary interventions. MER evidences CPD has had high impact on AFL and mental maths strategy element of QFT. Times tables rapid recall to improve and measured through weekly checks. Catch up intervention sessions delivered to gaps identified from Y6 QLA. Mental maths lesson taught daily with a focus on times	Level 3 TA from January-July, 10 hours per week= £4,000.00	



	tables.		
Costs relating to Targeted Academic Support: £4,000.00			
Wider Strategies			
<p><i>To ensure all stakeholders are supported and equipped with the skills to support own and mental health needs of pupil and parents/carers.</i></p> <p>Training for all staff in meeting the needs of ASD pupils.</p> <p>Bespoke PSHE curriculum and nurture sessions during Autumn & Spring Term in order to focus on pupils' mental health needs.</p>	<p>CPD – 'Trauma Informed Schools' and 'Bringing Safety and Hope' implemented and a point of ongoing reference for support.</p> <p>Monitoring of SEND provision indicates ASD pupils engage more confidently in school life and the curriculum.</p> <p>MER evidences PHSE curriculum as a growing strength.</p> <p>Pupil and parent voice evidences good academy - pupil/home support.</p> <p>Gaps in learning reduced by effective remote learning.</p>	<p>Training £440</p>	
<p>Remote learning plan in place and provision of tablet devices to loan for families without a laptop or tablet.</p>	<p>Information from parents to identify pupil/family ICT equipment needs.</p> <p>CPD for pupils, parents and staff to</p> <p>Remote learning statement on website and underpinned by consistent procedure during pupil absence.</p>	<p>15 Laptops 15 x £350 £5,250</p> <p>Laptop trolley £750</p> <p>16 tablets 16x£165 £2,640</p> <p>Charging trolley £500</p>	



		Total cost = £9,140	
Costs relating to Wider Strategies: £9,580.00			
Total cost of catch-up plan: £14,780.00			