



Castle Manor Academy
Updated March 2021

Catch-up Premium Plan

This plan specifically details additional strategies and expenditure directly linked to Covid19 catch up. It should be read in conjunction with the pupil premium plan.

Number on roll (total)	679	Allocated funding (catch-up)	£54, 080
% Pupil Premium eligible students	31%		

Issues identified from September 2020 onwards as barriers to learning

Key barriers to overcome and wider school approaches

Attainment

Historically, student attainment in literacy and numeracy is below age-related expectations on entry in Year 7, with the majority of students eligible for pupil premium with a gap in their academic outcomes compared with their non-PP peers. This difference in attainment will only have been exacerbated by periods of lockdown in 2020 and 2021. There is a whole school focus on raising literacy standards (see disciplinary literacy, below) and interventions are focused on literacy and numeracy.

Relationships

Many students in the school have experienced high numbers of adverse childhood experiences and have experiences of trauma and toxic stress, which has affected historical attainment and mental health and will impact in the future. There are high levels of safeguarding need, children known to social workers and children on the edge of social care intervention, as well as other vulnerable groups such as young carers.

Social, Emotional and Mental Health

There are a significantly higher percentage of students on the SEND register for social, emotional and mental health needs compared to national averages and we expect these needs to be greater following the periods of lockdown in 2020 and 2021.

There is historically a gap in attendance between pupil premium and non-pupil premium attendance and the progress made to improve attendance for disadvantaged children across the school is threatened by the impact of Covid19.

Metacognition and self-regulated learning

Educational research evidence indicates that the use of metacognitive strategies- which get pupils to think about their own learning- can accelerate progress when used well, especially for disadvantaged students, if they are taught in conjunction with specific subject content.



Castle Manor Academy
Updated March 2021

Disciplinary literacy and vocabulary acquisition

Disciplinary literacy is an approach to improving literacy across the curriculum which recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate. The emphasis on disciplinary literacy makes clear that every teacher communicates their subject through academic language and that reading, writing, speaking and listening are at the heart of knowing.

Wider resourcing

Many of our disadvantaged students, both those who have been in receipt of free school meals for significant periods of their school life, and those facing new challenges as a result of Covid 19 have difficulties accessing the resources they need for school. This includes technological resources for blended and remote learning.

Teaching and whole school strategies

Year group	Actions	Intended Impact	Cost
6	Provide effective transition support, including online transition events and materials, online presentations and working with partner primary schools to ensure transfer of information. Regular contact home through summer term 2021	Students joining year 7 in September 2021 will have a smooth transition into the school, receiving the academic and pastoral support they need	£0
All years	Whole school approach to return to school, using the vision of “map-master-move forward” including staff CPD	All children will feel supported to return to school after lockdown periods, able to map their learning and move forward.	£0
All years	Strategic timetabling including temporary increased staffing capacity in the teaching team	Additional time provided for on call and wider classroom support	£23581
Y10 and Y11	Seneca Premium	KS4 students have a tool which supports with map-master-move forward	£2500
Y10 and Y11	Revision guides and other targeted resources	Resources will support with the setting of teacher assessed grades and ensure parity and excellence in this process	£1500



Castle Manor Academy
Updated March 2021

All years	Whole school approach to return which launches the first strand of the disadvantaged children plan-relationships-led practice including whole staff CPD	Children are supported in the return to school, using shared language and approaches across the staffing team	£0
Targeted Strategies			
Year group	Actions	Intended Impact	Cost
All years	National tutor programme small group tutoring	Raised attainment in English and Maths, allowing children to meet age-related expectations where these have not yet been achieved	£5000
Y11	My tutor online tutoring for hard to reach non-attending Y11s		£1950
All years	Trauma-informed practitioner training for one member of staff-1:1/ small group sessions	Improved support of mental health/ emotional wellbeing across the school	£1250
All years	Purchase of motional software to support trauma-informed approach with key students	Improved support of mental health/ emotional wellbeing across the school	£770
Wider resourcing			
Year group	Actions	Intended Impact	Cost
All year groups	Increased staffing capacity in admin and behaviour support		£17484
Total spending			£54035