



Covid-19 Catch up Premium 2020-2021

NAS(AT) Vanguard School

School Overview

Metric	Data
School name	NAS Vanguard School
Pupils in school	28
Proportion of disadvantaged pupils	39%
Catch-up premium allocation 2020-2021	£8640.00
<i>The catch-up premium allocation will be supplemented through additional school reserve and revenue balances to ensure a robust programme of recovery for all pupils.</i>	
Academic year covered by statement	2020-2021

Teaching Priorities for Current Academic Year

Measure	Planned Resource Allocation
To ensure high quality teaching for all focussing on core subjects to address gaps in learning identified through base-line assessment and progress tracking.	
Priority 1	<ul style="list-style-type: none"> ▪ Additional 2 learning mentors to support the catch up learning of the most vulnerable pupils in terms of learning lost over the Covid-19 period
Priority 2	<ul style="list-style-type: none"> ▪ Additional teaching hours across the whole-school timetable to ensure that pupils can be taught in smaller groupings to provide more personalized and tailored provision
Priority 3	<ul style="list-style-type: none"> ▪ Additional time allocated to teacher leading on curriculum, teaching and learning across the school to enable planning to support gaps
How these priorities address barriers to learning	<ul style="list-style-type: none"> ▪ Teaching groups currently cover a range levels ▪ Some groups have students working towards different exam pathways, entry level and GCSE. ▪ Splitting the groups allows focused precision teaching allowing the individual gaps in learning to be addressed. ▪ Ability to provide 1:1 interventions, assessments or direct support in lessons from learning mentors. ▪ Prevents less resilient learners falling further behind

Projected spending	£30,000
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Targeted Academic Support for Current Academic Year

Measure	Planned Resource Allocation
Priority 1	<ul style="list-style-type: none"> ▪ Additional 2 learning mentors provide tailored support to allow identified students access to 1:1 support in lessons, gaining maximum impact from the quality first teaching. ▪ Learning Mentor with Maths subject knowledge to provide extra support to pupils in this subject ▪ Learning Mentor to support literacy interventions
How this priority addresses barriers to learning	<ul style="list-style-type: none"> ▪ Ensure all students have full access and are engaged with quality first teaching in lessons. ▪ Capacity to provide 1:1 targeted interventions, assessments or direct support in lessons.
Projected spending	£0. No direct cost impact. To be implemented internally through learning mentor support and effective deployment of mentors based on skillsets

Wider Strategies for Current Academic Year

Measure	Planned Resource Allocation
Priority 1	<ul style="list-style-type: none"> ▪ Access to a laptop for each student
Priority 2	<ul style="list-style-type: none"> ▪ Staff training to ensure competence in using google classroom for remote learning and increased independent learning in lessons
How these priorities address barriers to learning	<ul style="list-style-type: none"> ▪ To ensure pupils have access to learning opportunities through google classroom and google suite whilst in school or learning from home as necessary. ▪ To ensure pupils are taught how to use these applications in school by staff who are competent and confident in using these new resources, to both enhance in-school learning and in readiness for seamless movement to remote learning if required.
Projected spending	£10,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring the content of 1:1/small group intervention is linked to classroom teaching and consistency in delivery.	Intervention timetabled over a sustained period of time to ensure consistency. Effective feedback structures and monitoring of impact through pupil progress meetings with subject teachers and those providing the interventions.

	Ensuring classroom and behavioural routines have been re-established, alongside new Covid- 19 measures	New routines agreed with class teachers and shared with pupils with regular reminders in form time. Increased SLT presence around the school during settling back in period. Key workers assigned to each student. Key workers to act as liaison with parents.
Targeted support	Ensuring the content of 1:1/small group intervention is linked to classroom teaching and consistency in delivery.	Intervention timetabled over a sustained period of time to ensure consistency. Effective feedback structures and monitoring of impact through pupil progress meetings with class teachers and those providing the interventions. Ensuring continued focus mental well-being and health of students through robust behaviour, safeguarding and mental-health procedures.
Wider strategies	Ensuring effective remote curriculum provision if unplanned school closures occur.	Pupils to use their individual laptop each day in lessons to become familiar with its use. Staff develop pupil's confidence and skills whilst using them. Whole staff training on basic Google classroom and Google suite applications. Staff given time to work collaboratively to familiarise themselves with the new devices.