

---

## COVID-19 CATCH UP PREMIUM 2020-2021

### NAS Church Lawton School

---

#### School Overview

Metric	Data
School name	NAS Church Lawton School
Pupils in school	65
Proportion of disadvantaged pupils	33%
Catch-up premium allocation 2020-2021	£ 15,360
<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"><li>▪ Additional teacher for Secondary Science and Maths for 5 days per week. Providing focussed, very small group teaching for identified areas of study.</li><li>▪ Additional teacher for Secondary English 3 day per week. Providing focussed, very small group teaching for identified areas of study.</li></ul>
Priority 2	<ul style="list-style-type: none"><li>▪ Additional teacher for middle school for 3 days per week. Providing 1:1 and small group focus on writing, talk for writing and Maths.</li></ul>
Priority 3	<ul style="list-style-type: none"><li>▪ Teacher for Primary for 3 days a week. Providing 1:1 focus on reading and writing, speech and language therapy and setting up strategies and interventions to be continued throughout the week.</li></ul>
How these priorities address barriers to learning	<ul style="list-style-type: none"><li>▪ Teaching groups currently cover a range of ages and levels.</li><li>▪ Some groups have students working towards different exam pathways, entry level and GCSE.</li><li>▪ Splitting the groups allows focussed precision teaching allowing the individual gaps in learning to be addressed.</li><li>▪ Ability to provide 1:1 interventions, assessments or direct support in lessons from learning mentors.</li><li>▪ Prevents less resilient learners falling further behind</li></ul>
Projected spending	£45,000

## Targeted Academic Support for Current Academic Year

Measure	Planned Resource Allocation
Priority 1	<ul style="list-style-type: none"> <li>▪ Secondary Learning Mentor support to allow identified students access to 1:1 support in lessons, gaining maximum impact from the quality first teaching.</li> <li>▪ Middle school Learning Mentor with Maths subject knowledge to provide extra support in Maths lessons. 5 days a week.</li> <li>▪ Primary Learning Mentor to support speech and language interventions alongside the SaLT. 5 days a week.</li> </ul>
How this priority addresses barriers to learning	<ul style="list-style-type: none"> <li>▪ Ensure all students have full access and are engaged with quality first teaching in lessons.</li> <li>▪ Capacity to provide 1:1 targeted interventions, assessments or direct support in lessons.</li> </ul>
Projected spending	£0. No direct cost impact. To be implemented internally through HLTA support and effective of learning mentors based on skillset.

## Wider Strategies for Current Academic Year

Measure	Planned Resource Allocation
Priority 1	<ul style="list-style-type: none"> <li>▪ Purchase of Chrome books for each student.</li> </ul>
Priority 2	<ul style="list-style-type: none"> <li>▪ Staff training to ensure competence in using Chromebooks and Google Suite</li> </ul>
How these priorities address barriers to learning	<ul style="list-style-type: none"> <li>▪ To ensure pupils have access to learning opportunities through google classroom and google suite whilst in school or learning from home as necessary.</li> <li>▪ 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.</li> </ul>
Projected spending	£17,360

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring the content of 1:1/small group tuition/intervention is linked to classroom teaching and consistency in delivery.	Tuition/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 between lessons. Key workers assigned to each student. Key workers to act as parental liaison.
Targeted support	Ensuring the content of 1:1/small group tuition/intervention is linked to classroom teaching and consistency in delivery.	Tuition/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 on health and mental well-being 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 Chrome Book each day in lessons to become familiar with its use. Staff to 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.