Covid Catch-up premium strategy statement

School overview

Metric	Data
School name	Priory Lincoln Academy
Pupils in school	926
Proportion of disadvantaged pupils	284 (30.7%).
Covid Funding Allocation	£63,120
Publish date	October 2020
Review date	August 2021
Statement authorised by	Richard Trow
Pupil premium lead	Christine Hickin
Governor lead	Sara Hobson

Diagnostic work undertaken since school return:

- GL assessments for Year 7, 8 and half of Year 9.
- Parental permission for remote learning.
- Parental engagement with class charts.
- Pupil questionnaire to identify digital divide.

Metrics identified for identification of impact:

Progress data in core subjects
Improved SEMH for vulnerable pupils – questionnaire
Attendance data
Reduce digital divide and access to IT
Staff development on digital access

Teaching priorities for Covid Catch Up

High quality teaching for all : clear explanations and scaffolding; cognitive and metacognitive strategies.	- T&L forums designed to improve teaching whole school. - Priory Federation CPD on metacognition. - Using IRIS to share best practice.
Effective diagnostic assessment : effective assessment tasks for diagnosis and identification of pupils for intervention; sequence of assessments; role of feedback.	- GL assessments to establish baseline at KS3. - Regular low stakes testing. - Improved use of Microsoft Forms for assessment and feedback loop.
Supporting remote learning: quality of teaching more important than methodology; **importance of digital access.**	- Whole school data capture for digital access. - Chromebook purchases for pupils with no access. - Pupils and staff trained in appropriate digital resources.
Professional development: up front training followed up with thorough coaching, modelling and support for application.	Quality first teaching supported by additional CPD for teachers and support staff. Focus on metacognition, Language for Learning and effective use of assessment.

Targeted academic support for Covid Catch Up

High quality small group/ one to one support Engagement with National Tutoring Programme/ Academic Mentor programme	- Two academic mentors in English and Maths to work with prod minatory PP pupils who are working below expected levels. - Identified through English and Maths assessments and reading age.
Effective deployment or redeployment of teaching assistants	- Support behaviour of SEND pupils with a Nurture reset room staffed by PSA's. - Redeployment Intervention Teachers with small PP groups where the knowledge gap has widened.
Additional support for students with SEND	Extra employment of PSA to support pupils with SEND needs.

Wider strategies for Covid Catch Up

Supporting pupils social, emotional and behavioural needs: review current SEL curriculum.	• Referral based system for pupils to access support.
Planning carefully and adopting a social, emotional learning curriculum combined meaningfully with an academic curriculum.	• Tutor time established to encourage positive relationships with staff and wider issues linked with the Lincoln Attitudes.
Communicating with and supporting parents: plan communications; audit what worked well in lockdown; personalise where possible; focus on routines and habits for learning rather than the curriculum itself.	• Class charts with enable the communication between the academy and home. • Regular InTouch text messages and letters sent to parents. • Redesign of website to enable ease of use for parents.
Additional SEMH support offer. How are students identified?	• Extra pastoral manager to assist with the SEMH of pupils providing capacity for pastoral support and ELSA sessions.

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Switch to remote teaching and blended learning could impact engagement and quality	Training at start of term to review curriculum Training on remote learning best practice as part of t and l training Student instruction on how to access remotely and re-iteration of expectations
Targeted support	Potential to "miss" some students who require support	Several layers of diagnostic in place and cross referenced to mitigate
Wider strategies	Potential to "miss" some students who require support	Close tracking of referral and effective system for review of impact of wider strategy intervention