



Yesoiday HaTorah Boys Academy

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	355	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£29,280		

STRATEGY STATEMENT

Our overall priorities for school catch-up are to address gaps created by Covid 19 school closures in reading and maths. We intend to do this by using the National Tutoring funding (Third Space Mathematics) and internal intervention programmes delivered by teachers and specially trained teaching assistants. We are particularly focused on children who have been more disadvantaged than their peers by the Covid 19 isolations, quarantines, and closures.

Barriers to learning

Barriers to learning have included reduced opportunities for valid and reliable ongoing assessment to inform future planning, limited access to online platforms to support home learning and significantly reduced curriculum input.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Gaps identified in reading based on internal assessment, observations and research (specifically year 1, year 3 and year 5).
B	Gaps identified in maths based on internal assessment, observations and research (specifically year 1, year 3 and year 5).
C	Limited opportunities for nursery aged children, impacting on-entry levels into reception.

ADDITIONAL BARRIERS

External barriers:

D	Challenges with home-learning environments.
E	As a result of D lack of attendance amongst some children.

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Small outdoor training sessions help in preparation for start of year.</p> <p>Focused training effective use of technology to deliver remote learning.</p> <p>Planning and providing targeted wellbeing support and training for teachers in the transitional wellbeing programme for pupils returning to school.</p> <p>Replacing a regular PAD day with a in-school training and small planning sessions.</p>	<p>Teachers supported to deliver high-quality teaching and learning in line Covid guidelines.</p> <p>Improved teacher wellbeing and work-life balance.</p> <p>Children receiving transitional support on return to school and reengagement with curriculum.</p>	<p>Wellbeing programme written by our mental health lead.</p> <p>Government health and safety guidelines.</p> <p>Successful previous practise.</p>	<p>Ongoing monitoring and feedback.</p>	<p>Rabbi Yodaiken and Mrs Itzinger</p>	<p>Ongoing reviews including formal feedback and regular intervals</p>
Total budgeted cost:					£2,117
Targeted support					

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Targeted year 5 booster groups in reading and maths	Children end year 5 achieving our expected year 5 ARE and are prepared for year 6.	This is a pre-existing model previously used in other year group with proven results.	Ongoing feedback and observations	Rabbi Yodaiken and Mrs Itzinger	Monthly
Targeted intervention to support year 1 and 2 children in phonics	Passing the phonics screener.	This is a pre-existing model previously used in year 1 with proven results.	Ongoing feedback and observations	Rabbi Yodaiken, Mrs Brown and Mrs Mason	Monthly
Total budgeted cost:					£11,500
Other approaches					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Splitting of bubbles into smaller groupings for specific periods of time	More focused teaching to enable curriculum to be accessed.	Perceived need to keep teaching groups smaller at key points in the year.	Ongoing observations and feedback	Mrs Itzinger and Mrs Owen	Weekly
Targeted intervention for year 3 and year 4.	Children end the year achieving our expected ARE.	This is a preexisting model previously used in other year group with proven results.	Ongoing feedback and observations	Mrs Itzinger	Monthly
Increased intervention for year 6	Children end the year achieving our expected ARE.	This is a pre-existing model previously used in other year group with proven results.	Ongoing feedback and observations	Rabbi Yodaiken and Mrs Itzinger	Monthly

Strategic allocation of TAs to support wellbeing of pupils and additional training given	Children with SEMH needs arising post COVID supported	Best practice research	Ongoing feedback and observations	Rabbi Yodaiken, Pastoral Leads, Behaviour Lead and SENCO	Weekly/fortnightly meetings
				Total budgeted cost:	£15,663