

## Acorn Multi Academy Trust - Catch Up Premium Update July 2021

| Teaching  |  |
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| Informal assessments to ascertain gaps in learning for previous, end of years expectations. Effective marking and acquisition of misconceptions to inform immediate/next lesson teaching and responsive teaching.   | Assessments have been completed.<br>Ongoing.   |
| Implementation of various training opportunities for all staff in order to provide an enriched approach to learning and to ensure basic needs are met in order for children to be ready to learn.   | Training will be implemented as and when identified.<br>Metacognition and Self-regulation training (from Pupil Premium budget) is currently being undertaken by Heads and SENCo staff. This will be cascaded down amongst all staff and further individual training will be offered to each school to work on an identified strand.<br>Heads to arrange for training for their staff.  |
| Vocabulary acquisition to be explicitly planned and taught. An intense staff training programme to be implemented in order to support.  | 'Closing the Vocabulary Gap' Masterclass hosted by Alex Quigley was attended by heads and literacy leads. Training to be rolled out in each school. Further training to be delivered by Alex Quigley in the Spring term.   |
| HQT to focus on teaching the gaps in learning to all children. Rigorous monitoring of inclusive HQT to ensure that the needs of all children are being met to the highest standard.   | Ongoing.   |
| Participation in the Wellbeing for Education Return programme and working in partnership with mental health specialists in the development of a MAT Mental Health Strategy for children, staff and the wider community.<br>Access to counselling service for staff. | CK has attended Wellbeing for Education Return programme training. A focus group has been set up in order to implement a Mental Health Strategy but the group are yet to meet to progress this further. This meeting has not been able to take place due to our mental health worker currently being off sick.<br>Schools have received mental health ambassador training for eight pupils and a MHA group has been set and is led by a member of staff. |
| NELI Programme to support Speech & Language for early years children.   | Initially only 3 schools were accepted on to the NELI programme (Nuffield Early Language Intervention). This was based on disadvantaged number. The programme has been so successful across the country that it has now been offered to all schools. All MAT schools were aware of this and have successfully applied.   |

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|  | Training is around half a day and the programme lasts for 20 weeks. The aim is to roll this out next academic year. In the meantime, we have continued to assess children using SpeechLink and have put intervention in place where required.  |
| Devices to be provided to children in need. Stringent monitoring of remote learning provision for SEN and disadvantaged pupils.<br>Learning to replicate lessons in class. | Additional devices were purchased for children in need.<br>Teachers/TAs checked in regularly with SEN and disadvantaged pupils. A remote learning checklist was produced and completed for each school to assess and monitor provision.<br>Learning replicated what was being taught in class. |
| Stringent planning and monitoring of learning for SEND children.   | Assess, Plan, Do, Review cycle in place with reviews at half-term and end of term. My Plans are being produced for children.   |

| <b>Targeted Academic Support</b>   |  |
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| Lexia to be purchased to provide intervention support in areas of literacy identified as requiring improvement.  | All schools trialled Lexia and was highly praised by all. We are currently negotiating price and hope to roll this out at the start of next academic year. If the pricing can be agreed then the software is likely to be purchased on a 3 year deal.<br>Headphones were purchased for schools where required. |
| Commitment to use R/W/I as catch up with immediate intervention for all learners who are below ARE in phonics/W/I. With a focus on the bottom 20% of readers.    | R/W/I to be purchased for all schools.   |
| Targeted support in class to address gaps identified during informal assessment.   | Ongoing.   |
| High quality 1:1 and small group interventions to work on short term targets building on learning with the expectation that children's progress will accelerate. | Precision teaching training was undertaken by TAs and is now being rolled out in schools. This is a quick intervention which takes place daily thus helping with cognitive load.   |
| <b>Wider Strategies</b>  |  |
| TAs to be trained and appointed as an ELSA   | ELSA courses are not currently running with either Dorset or Devon EP service. CK has contacted Babcock in Devon and they are currently looking at the costs of running some bespoke training for us.  |
| Boxall Online to be purchased in order to identify social, emotional and behavioural difficulties.<br>Intervention to support to be implemented.                 | Boxall Online tokens have been given to all schools. There is more money available to buy further tokens if necessary. The software will produce a developmental and diagnostic profile for the child being assessed and will provide strategies around target areas identified.                               |

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| <p>TA to be trained in Attachment Based Mentoring and appointed as school ABM coach.</p>  | <p>We are currently waiting for the ELSA course to be confirmed before looking at TAs to put onto ABM. CK notified Devon schools about some free spaces which had been offered and some schools have been successful in being offered a place.</p>  |
| <p>Parent/Carer clinic to be implemented providing advice and support to families.</p>  | <p>This ran for the Spring term. There was a bit of response but not as much as anticipated. This is no longer in place.</p>  |
| <p>High quality behaviour training to be rolled out from a renowned behaviour expert. Work with SLT to develop an outstanding behaviour policy.</p> | <p>This will be rolled out but there are other things which need to happen first. The PP Strategy allows for training around trauma and adverse childhood experiences and it is considered necessary that this training takes place first so that our approach to behaviour comes from a trauma informed perspective. ACEs and trauma training is planned for next year. The decision to delay this was due to the extensive other training programmes currently in place and the concern regarding capacity/staff wellbeing.</p> |