

NAWTON AND ROSEDALE ABBEY CP SCHOOLS FEDERATION

Catch-up Premium Funding Plan Strategy 2020-2021 (Spring update)

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit.

Who is entitled to Pupil Premium Funding?

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Statement of intent

How is the funding used?

Guidance states (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

Nawton and Rosedale Abbey CP Schools Catch-up Premium Grant 2020-2021

FUNDING INFORMTION			
NAWTON CP SCHOOL		ROSEDALE ABBEY CP SCHOOL	
Total number of pupils on roll	94	Total number of pupils on roll	20
Amount received per pupil	£80	Amount received per pupil	£80
Total received	£7520	Total received	£1680
Governor lead		Governor lead	

COVID -19 CATCH-UP PREMIUM ALLOCATION

INTENT:

In making decisions on the use of the premium, we will focus on approaches that :

- Use evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils such as those suggested by the EEF
- Ensure there is robust monitoring and evaluation in place to account for the use and impact of the Premium, by the school and governing body.
- Are focused on clear short-term goals providing opportunities for pupils to experience success.
- Our strategies to raise attainment will take group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance.
- Promote pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.
- Ensure children emotional health and well being are supported
- Include all year groups not just those in key end points
- Are for the more able, not just those falling behind their peers.

IMPLEMENTATION:

We will implement a tiered approach to our Catch-up Premium spending to ensure spending is both balanced and focussed, short, medium and long term.

1: Teaching

Ensuring effective teaching in every classroom is a priority for PPG spending. To achieve this, we spend the PPG in the following ways:

Professional development, impacting on Wave 1 practice at minimum

CPD to maximise curriculum strategy, depth and delivery (If and where appropriate following developing assessment throughout the year)

2: Targeted academic support

Evidence shows that targeted support has a positive impact and is a key component of effective Catch-up. We spend the Premium on targeted support in the following ways:

- Structured interventions (In and out of the class, but planned for minimising lost curriculum time)
- Small group tuition from our own staff and delivered by the Tutoring Programme (Collins).
- One-to-one support

3: Wider strategies

Wider strategies are used to overcome non-academic barriers to success such as:

Behaviour and attendance support initiatives

IMPACT

- School leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.
- Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.
- The [guidance on full opening](#) sets out that Ofsted will conduct a programme of non-graded monitoring visits to some schools during the Summer Term.

What are the barriers to our children around their need for catch-up?

The main barriers our children face are around:

- Well being/Mental health (Impacting on behaviour, learning, socialising and attendance)
- Attitude and engagement in reading & phonics (Home and school) which in turn impacts on writing and spelling
- Resilience and aspiration in writing

1.QUALITY OF TEACHING FOR ALL

PLANNED ACTION	INTENT	IMPLEMENTATION	IMPACT/ When will you review this?	Staff lead	Cost
Staff to plan and implement effective home learning via Class Dojo and Microsoft Teams	Ensure all children have access to quality teaching	CPD training on the use of Class Dojo and Teams Completion of the Remote Learning Policy	Termly Review Full planned curriculum implemented during any periods of isolation / school closures Gaps in learning/ understanding minimised	NO	£0
	Majority of Y1 children securing ELG and accessing Y1 planned curriculum by December 2020	Additional 88 TA hours to support EYFS – KS1 transition in the Autumn Term Reviewed 3.01.21 – extend to end of Spring Term to support vulnerable learners in school (additional 88 hours)	Jan – secure ELG assessment Narrowing the RWI attainment gap Securing good progress assessment – Sum Term	CS/NO	£1705.62 £1096.47
				Total Cost::	£2802.09

2.TARGETED SUPPORT

PLANNED ACTION	INTENT	IMPLEMENTATION	IMPACT/ When will you review this?	Staff lead	Cost
1:1 Small group tuition	Use the documented (EEF) impact of high quality 1:1 tuition to implement phonics recovery plan	Provide 1:1 RWI daily phonics catch-up for target KS1 children	The majority of Y2 children completed RWI	CM/ CS	£0

Reviewed 3.01.21 – Provide additional TA hours to support vulnerable KS2 learners in school		Additional 15 hours TA hours to support EYFS – KS1 transition in the Autumn Term	Reduction in lost learning during Jan 21 lockdown	NO	£294.82
NAWTON					
Provide 1:3 Tutoring in Mathematics and English for target groups in Y5/Y6	All children ready for transition	2x 10 weeks of twice weekly 1 hour tutoring	Securing good progress – Sum 21	Stephanie House/ Anne Reed	£675
Provide an additional 0.8 teacher to: Ensure Y2 children are KS2 ready Provide target mathematics and English support for individual children in Y3	All children ready for transition	2x 10 weeks of twice weekly 1 hour tutoring	Securing good progress – Sum 21	Nic Oxtoby/ Claire Owuor/ Catherine Medley	£9065
Total Cost:					£10035
ROSEDALE ABBEY					
Provide 1:3 Tutoring in Mathematics and English for target groups in Y5/Y6	All children ready for transition	2x 10 weeks of twice weekly 1 hour tutoring	Securing good progress – Sum 21		£225
Total budgeted cost					£225
3.OTHER APPROACHES					

PLANNED ACTION	INTENT	IMPLEMENTATION	IMPACT	Staff lead	When will you review this?
Improve attendance of target children	Attend 5 days per week by end of the Sum Term 21	Reduced timetable building up to full time Support from SEMH Hub Twice weekly emotional literacy intervention	Improved attendance Completion of RWI 3 Houses activity demonstrates a reduction in anxiety	NO/CO	July 21
Total budgeted cost:					£13062
COVID Recovery Funding Allocation:					£9200
School Budget Funding Allocation:					£3862

