

Catch – Up Funding 2020-2021 Plan

(This plan is being revised Jan 21 in light of the current lockdown)

Catch up Premium 2020-2021

Guidance	
<ul style="list-style-type: none"> • 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 amongst those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. • As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations. • From September 2020 the DfE will be providing funding for schools to support children and young people to catch up. This includes a one-off universal 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 due to the Coronavirus pandemic. The funding will be allocated on a per pupil basis of £80. • <u>In September 2020 will have 66 children on roll (33 in each school), so will expect to receive</u> £2580 catch up Hovingham £2800 catch up St Hilda's, Ampleforth • Funding will be provided in 3 tranches. An initial part payment in autumn 2020, then a second grant payment in early 2021, based on updated pupil data. • The second grant payment will also take account of the initial part payment made in autumn 2020, we will receive a total of £46.67 per pupil across the first 2 payment rounds. A further £33.33 per pupil will be paid during the summer term 2021. <i>Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</i> • We will use this funding for specific activities to support our pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. • To make the best use of this funding we have identified a range of strategies highlighted in the Education Endowment Foundation 'Support Guide for Schools', this has suggested evidence-based approaches to catch up for all students. 	
Use of Funds	EEF Recommendations
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) 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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown (Reflections Autumn 2020)

<p>Maths</p>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children generally still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
<p>Writing</p>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPS specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much are having to work hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
<p>Reading</p>	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.</p> <p>Younger children have lost vital ground with their phonic knowledge and now need to fill significant gaps in their learning – not only revisiting previous content but acquiring confidence with new content which would ordinarily have been secure in the previous summer.</p>
<p>Non-core</p>	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments, which are in themselves a vital aspect of the planned learning.</p>
<p>Behaviour for learning</p>	<p>Some children need support to re-establish routines and to meet teachers' classroom expectations.</p>

Catch Up Premium Plan 2020-2021

Intent (What we hope to achieve)	Implementation (How we will achieve our intent)					Impact (Of actions taken)	Inform (Our next steps)
	Action /Strategy	Focus Group	Responsibility	Time scale	Costing		
Whole school strategies - supporting a wide range of outcomes, including academic, wellbeing and confidence.							
Ensure every teacher is supported and prepared for the new academic year.	Maximise in class teaching assistant support. Shared inset day across 2 schools Clear guidance shared and discussed in communications.	All staff	JP	July – Sept	Existing TA support		
Provide professional development opportunities, e.g. to support effective use of technology.	Develop the use of Microsoft Teams across the school.	Whole school	JP	31 Oct 2020	Meeting time	In event of closure all children will have access to improved quality learning and teaching	
Provide training on any organisational or logistical changes to school life.	<ul style="list-style-type: none"> - Regularly updated staff / parent guidance with survey for questions / responses / concerns - Weekly staff briefing item to discuss changes to guidance / procedures – circulated to all staff 	All staff	JP	Sept 20 – Sept 21	£0	Staff, parents and children feel confident that school is Covid secure	
Offer additional support and mentoring to early career teachers, who may have had opportunities to develop their practice curbed by partial school closures.	Support DD transitioning from teaching KS1 to KS2 from FDA & CM. Regular dialogue, including at Performance Management with JP to establish and then address any learning need.	RQT	JP FDA CM	Sept 20 – July 21	£0	NQT's and RQT's continue to develop their expertise in class teaching Children make sustained progress in all areas	
Set aside time to enable teachers to assess pupils' wellbeing and learning needs.	Initial focus on wellbeing at start of the year. Integrated into curriculum coverage and RSE.	Year 1 Year 3 Year 4 5 6	JP	9 th Sept – 28 th Sept	£0 Existing TA support	Regular PSHE sessions Curriculum planned with mental health and wellbeing as priority in the first three weeks of term	

Plan and provide transition support	Transition sessions for Reception starters at Hovingham on afternoon of second training day – they were they only children in school. EYFS communications for new parents	Parents and children	JP All teaching staff	July - October	£0	Children settle quickly back into school routines Issues quickly picked up and addressed through clear lines of communication	
Use assessment to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils with receiving schools.	Teacher assessment ongoing throughout the first half term with interventions planned to meet the needs of children going forward Assessment baseline to be before half term alongside teacher assessment to build a fuller picture of gaps that need addressing	All children	JP	9 th September – 31 October	For summative and formative assessment Existing TA support to do instant interventions	The gap closes rapidly for all children in school	

Targeted support - ensuring that tuition/intervention is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.

<p>Ensure literacy and numeracy are focused on.</p> <p>Ensure programmes meet the specific needs of pupils.</p>	<p>TAs work alongside teachers to have clear aims and objectives for the sessions. Regular feedback sessions.</p>	<p>All staff involved in interventions</p>	<p>JP</p>	<p>Sept 20 – July 21</p>	<p>3rd Space Learning</p>	<p>All areas of need are met through specific and targeted interventions tailored to meet the needs of our children Gaps close rapidly</p>	
	<p>Interventions are based on initial assessment and will be followed by further assessment, to ensure that support is well-targeted.</p>				<p>£1400 Autumn</p>		
	<p>Focus on other aspects of learning, such as behaviour or social and emotional needs, where required.</p>				<p>£1400 Spring</p> <p>Summer £1400</p> <p>Additional TA time Class 2 St H £1000</p> <p>KS2 Booster classes £1000</p>		

Ensure TAs who are delivering interventions are trained in the specific content and approaches.	Provide in school and external CPD for TAs as appropriate to their role e.g. Phonics.	All staff	JP	Sept 20 – Dec 20	to be drawn from delegated budget	Staff deliver effective interventions that close the gap rapidly	
Wider strategies - making sure the school and families continue to work together.							
Provide additional pastoral support to families	Provide regular and supportive communications with parents, especially to increase attendance and engagement with learning. Use of weekly newsletters, virtual meetings, supportive phone conversations, sharing of procedures	Class teachers JP	JP	Sept 20 – March 21	£0	All parents are confident for their children to return to school	
Ensure the elements of effective teaching are present when using technology.	Provided training for staff on effective home learning Moving forward this effectiveness through blended learning.	All staff children	JP	Sept – Oct 20	£0	Remote learning constantly evolves to provide the best for our children and promote good progress	
Providing support and guidance on how to use technology effectively.	Offer support to all parents, children and school staff to enable use of technology. Begin to use virtual classroom for homework etc so parents familiar	parents	Class teachers	Autumn term	£0	Children able to use remote learning in case of shut down / self-isolation	
Total Spend: You will see from the above that the school is committing in excess of the Catch Up received.							
£2580 catch up Hovingham							
£2800 catch up St Hilda's, Ampleforth							