



## Covid-19 Catch Up Premium

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds.

### Funding allocations

School allocations will be calculated on a per pupil basis. Mainstream school will get £80 for each pupil in from reception to year 6 inclusive.

### Payment schedule

Schools will get funding in 3 tranches:

1. Autumn 2020 – this is based on the latest available data on pupils in mainstream schools. For mainstream schools, we will use the pupil headcount from the October 2020 census.
2. Early 2021 – based on updated pupil and place data. This payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil.
3. Summer 2021 term - a further £33.33 per pupil.

### Using catch-up funding

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 curriculum expectations for the next academic year in full school opening guidance. While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

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 pupils.

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 and supporting case studies to highlight effective practice.

### Accountability: school leaders and governors

School leaders must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure.

Governors and trustees should scrutinise schools' approaches to catch-up from September 2020, 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.

### Monitoring by Ofsted

Ofsted will visit some schools during the autumn 2020 term to discuss how they are bringing pupils back into full-time education. These discussions may include plans schools have to spend their catch-up funding. Cracoe and Rylstone Primary received one of these visits in the autumn term 2020. Ofsted may resume routine inspections from January 2021 although the exact timings are being kept under review.

When routine inspections restart, Ofsted will make judgements about the quality of education being provided and how school leaders are using their funding and catch-up funding to ensure the curriculum has a positive impact on all pupils.

## Details of Catch Up Premium Usage 2020-21

	Burnsall	Cracoe & Rylstone	Grassington	Kettlewell
Total Amount of Catch Up Premium Allocated:	£3920	£2800	£4000	£1920

Breakdown of how it is intended that the grant will be spent:

Activity	Timescale/Dates	Cost
Teacher release time from classroom to carry out English and maths intervention for each class (KS1 and KS2) once per week. Interventions will be based on the baseline assessments, addressing the gaps identified to help children catch up on missed education.	September to July 2021	£8256
Maths and English specialist leader to provide additional support material to support maths interventions and train teaching assistants in both KS1 and KS2.	January to July 2021	£880
IDL programme and other resources purchased to support progress in spelling, grammar and punctuation. Selected pupils have access to IDL at least twice per week.	January to July 2021	£1399
Provide additional pastoral support for pupils who are struggling to integrate back into school life following lockdown. Pupils are selected by teachers and supported by pastoral support worker through 1:1 or small group sessions once per week.	September to July 2021	£2105

### Intended effect / outcomes that this expenditure will have on the educational attainment of pupils at the school and how this will be assessed

Teaching and Whole Federation Strategies:

- Continue to uphold the vision for teacher development across the whole federation that prioritises great teaching, which leads to improved attainment and progress (particularly for pupils from disadvantaged backgrounds who are disproportionately affected by school closures). This is built on the strongest evidence base - a systematic review of the elements of great teaching and learning.
- Teachers have access to ongoing training and support to adjust to changes brought about by COVID-19- this is planned using the best available evidence on impactful strategies that are likely to improve the quality of teaching as all pupils return to school.
- Teachers' appraisal objectives are grounded in quality first teaching and learning and linked to the school priorities.
- Classroom teachers use assessment information intelligently and their embedded formative assessment pedagogical strategies to inform their planning (responsive teaching)
- Teachers and teaching assistants have access to current research on teaching and learning to support classroom practice and interventions. The Federation continues to work with DfE English Hub to support the effective practice of phonics teaching.

- Access to technology- the school has a rolling programme for IT to improve the quality of devices the pupils have access to over the next two years. Pupils will be able to use the devices to efficiently access online-based programmes such as IDL.

#### Targeted Support:

- Development of evidence-informed teachers who use research to make adoption decisions about the best available pedagogy on effective intervention (considering cost and likelihood of impact, as per EEF T&L Toolkit from Sutton Trust)
- An established, systematic approach to identifying students underachieving in English and Maths by using summative and formative assessments (PIRA, PUMA, White Rose assessments, phonics baseline, key performance indicators assessment). Assessment is used to identify areas where pupils are likely to require additional support. This is then reviewed regularly, moderated collectively and impact is measured following intervention cycles.
- Maths and English Leaders support with intervention planning and use the best available research on effective intervention practice to have the most impact on attainment (e.g. EEF approaches from the T&L Toolkit)
- Class teachers plan and deliver high quality intervention to targeted pupils.

#### Mental health and wellbeing:

- We continue to raise the profile of positive mental health and well-being with pupils and staff alike through staff training, pastoral support worker and external support from mental health charities such as Compass Buzz.
- Teacher workload is an underpinning consideration in all areas of decision making, particularly in the leadership of teaching, learning, assessment and curriculum. Teachers are routinely supported to focus primarily on their classroom practices and stay connected to what their pupils' needs are.

#### **How this will be monitored and assessed:**

- Ongoing monitoring- e.g. learning walks, work scrutiny and pupil discussions following monitoring calendar.
- Appraisal system- objectives are aligned with quality first teaching and school priorities.
- Systematically monitor impact of interventions and quality first teaching through pupil outcomes and data analysis (particularly for disadvantaged pupils and pupils with SEND) to ensure all pupils achieve in line with their peers.
- Ongoing impact is monitored through in- year assessment diagnostics and data analysis (particular attention is paid to the level of challenge of interventions and how well it is supporting pupils to catch up.
- Equipment checks to take place every half term to ensure all pupils have access to IT provision in the event of remote/ blended learning.
- Use of CPOMS to monitor students' wellbeing and emergent patterns.
- Monitoring via meeting agenda and minutes, such as weekly staff training sessions, leadership team, staff briefing meetings.
- Ongoing quality assurance of IDL to monitor impact of achievement in pupil's learning in technical aspects of English.
- Pupil Voice

**Senior Leaders responsible for oversight of this funding: Ella Besharati & Chris Boxall**