1st April 2020

2020-2021

**Catch Up Premium**

Catch Up Premium

The government is providing funding to cover a one-off universal catch-up premium for the 2020 to 2021 academic year. It aims to support pupils to catch up for lost learning so schools can meet the [curriculum expectations](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support) for the next academic year. Although we receive funding on a per pupil basis, the sum available will be used as a single total to prioritise support and will therefore not be spent on individual named pupils. We will identify pupils that will benefit most from the funding and plan support and intervention to meet needs of our pupils. We will spend the amount strategically by identifying core approaches to help pupils catch up on missed learning, and narrow gaps for our most disadvantaged pupils. We will also consider the broader well-being needs of our pupils which enables them to access learning and be ready to learn.

Special schools receive a total of **£240 per place**, as follows:

* In 3 instalments - in autumn 2020, 'early 2021' and summer 2021
* A total of £140 per place split across payments 1 and 2
* A £100 per place for payment 3

Numbers for each instalment will be based on the latest available data. For the allocation in 'early 2021' this'll be the following data:

For local authority-maintained schools - 2019 to 2020 academic year place numbers, from your local authority's 2019 to 2020 financial year budget returns

| summary information | | | |
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| Total number of pupils: | 135 | Amount of catch-up premium received per pupil: | £240 |
| Total catch-up premium budget: | £29,520  (Shortfall of funding for  7 pupils being challenged) | Received £7,380 autumn 2020  Received £7,380 spring 2021  *Anticipate Cross over spend £18K from remaining PPG balance* | In 3 installments |

Strategy Statement

As a special school our main priorities immediately pre-covid were around:

* improving pupils engagement with literacy through reading interventions and whole staff development in this area
* meeting the needs of our most able, by improving subject expertise in KS4
* narrowing gaps caused by poor attendance

These priorities have been intensified by the impact of Covid 19 and will continue to form part of our core approach to addressing the issues caused by missed learning and pupils’ reduced opportunities to access face- to-face well-being support during the pandemic. Our pupils need to be ready to learn and a growing number of pupils need additional support to manage anxiety and change. Approximately 25% of our pupils and their families are open to social care or early help.

Our core approach is to ensure that we base line all pupils’ reading age (in sept 2020 and again July 2021) and identify pupils for small groups’ and one to one intervention and implement this rota throughout the year. In addition KS3 and KS4 cohorts have 20% increase in time available for both Maths and English in the autumn and spring term. Science has also been increased for pupils in year 10 and 11 and life-skills for our least able year 11 leavers.

Theme days are already planned and budgeted for to aid Year 11 accreditation in pupil premium funding so writing workshops will also be put on in the summer term for Years 7 through to 10 using catch-up premium. Staff will continue to provide opportunities for reciprocal reading across all areas of the curriculum. Reading recovery programmes will be done in tutor time by teaching assistants. Reading reward scheme will be implemented across the school for pupils who show an improvement in independent reading and or reading at home.

Our well-being team will have increased capacity to deliver ELSA support and our tutors have increased expertise to provide support with pupils’ mental health. The well-being work will be supported by an increase in hours from our Attendance Officer, Parent Liaison Officer and Education Welfare Officer. Improving the attendance of not just our pupil premium pupils but also the pupils open to social care will be a particularly cross-over target group.

| strategy statement |
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| Catch up premium strategy:   * Base-lining all pupils September 2020 and progress analysis July 2021 * Termly rotation of Maths and English interventions (small group and one to one) * Increase Maths timetable from 4 to 5 lessons per week * Increase English timetable from 4 to 5 lessons per week * KS3 workshop English Writing 9 & 10 * KS4 workshop English Writing 7 & 8 * Improve the attendance of pupils open to social care, early help (and pupil premium) |

Barriers To Learning

The following sources of information were used to determine how to spend the catch up money to ensure best value and most impact for the funds allocated:

* End of Year school data (July 2020 & 2021) for English and Maths
* Baselining data in English and Maths (September 2020 & September 2021 and July 2021)
* School Attendance data for the academic year 2020-2021 alongside historical data and information on attendance action plans (pre-covid)
* Work sampling of literacy/written work across secondary phase
* Audits of on-line learning

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| barriers to future attainment | |
| Academic barriers: | |
| A | **Address gaps in learning in subjects which enables pupils to access the rest of the curriculum**  English and Maths increased timetable by 20% in from November 6th 2020, minimum 20 weeks |
| B | **Core Subject Intervention Priorities** were identified as:   * Primary reading and speech and language interventions- use registration periods to do small group and one to one * Y7 & Y8 reading and Y7 & Y10 speech and language interventions Autumn & Spring Term small group and one to one (equivalent 4 days per week) * Math’s underachievement in Y10a – boosters with KN all year with additional support in Y8 and Y7 (maths specialist) * Science – increased timetable for Y11 for 25 weeks, to catch up on content and complete missed coursework and mini assessments (extra 25 specialist lessons) * English Maths was increased for all secondary pupils to address gaps in content & consolidate learning (remote or face to face) for minimum of 20 weeks |
| C | **Address a decline in pupil’s engagement with extended writing** and improve their resilience to complete extended writing and or creative writing (during lockdown) |

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| ADDITIONAL BARRIERS | |
| External barriers: | |
| D | **Reading at home initiatives**: aim to support pupils who are in care or whose parents may also be reluctant readers. |
| E | **Well-being parent forum and sign posting to external services**: aim to support parents whose mental health (pre & post-covid) may affect their child’s attendance |
| F | **Increase in Education Welfare Service Level Agreement and Parent Liaison role** –aim to improve attendance of pupils open to social care or with history of parentally condoned absence. Approximately 25% of our pupils are open to social care and or early help. |

Planned expenditure for current academic year

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| 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? |
| A: Increase KS3 and KS4 Maths and English time by 20% from 6th November 2020 until June 2021 | Gaps in content will be addressed  Remote learning will be checked and consolidated in face to face lessons  *(Equivalent of 8.8 weeks increase in specialist cost T&L for Eng & Maths)* | Maths/English are proven access subjects to the whole curriculum  20% increased time will go some way to addressing time lost in 2019-2020 | Timetable has been changed  Monitoring of access to remote learning  Audited units missed and consolidated plans  Planning by TLR holders - monitored | TLR holders | KS4 mocks  EOY data collection  2nd & 3rd Progress Analysis |
| Total budgeted cost: | | | | | 12,284.80 |
| 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? |
| B: Maths and English intervention foci (see above) | Core subject interventions B; outlined in barriers to future learning will address differences in sustained and substantial progress in EOY data | EOY data 2019-2020  Base-lining data completed in Sept 2020  Base-lining data to be done in June 2021 | TLR holders monitoring  Planned times and half termly rota  Prioritizing Y10& Y11 access to KS4 specialists  Themed days for mini assessments and booster catch ups  M&E with SLT/exams officer | TLR holders for Ks3 and Ks4  KLo in primary & JRi in Y7 | EOY data 2020-2021  Summer 2021 base-lining data analysed for progress  Results KS4 |
|  | | | | | £22,149.08 |
| C: Creative writing workshops | To improve our most able pupils writing resilience in KS3 and Y10 | TLR holder work samples in Jan 2021 showed a decline in our most able pupils extended writing  Y8 made least substantial progress | Give time for planning and preparation  Inspirational writer (exp of ASD & SEND)  Meets the needs of pupils  Implement in summer term before data collection | VH | EOY 2021 |
|  | | | | | £1050.00 |
| F: Education Welfare service Level agreement – increased to 3 half days per week + home visits from wellbeing staff | Reduce (historical) parentally condoned absence  Improve PP attendance  Support Parents with drop-ins, surgeries & on-line forums which sign post to housing/food banks/wellbeing services etc  Increase in home visits for pupils in target social care groups by own Parent Liaison Officer  *(equivalent increase of 1 day per week for PLO)* | Attendance data  SDP addressing disadvantage  Ofsted report  Vulnerable group data | SLT link to attendance Officer  Termly & Half Termly M&E of attendance data  First day calling procedures  School & EWO have a well-structured hierarchical response  Up to date medical & well-being information on families  Deployment of Parent Liaison and Well-being lead to support families | Attendance Officer LS | Termly  Head’s  End of Year reports |
| Total budgeted cost: | | | | | £8,564.00 |
| 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? |
| D  Reading at Home Initiative  Reading Legends | Encourage pupils to read at home for pleasure  (install reading vending machines –linked to reward scheme for independent reading or home reading)  Parents send in video of their child reading for pleasure  Increase books in a child’s home | EEF  School data on LAC reading progress  SDP (target area)  Disadvantage data | Pupil voice over books choice  English specialists choose books for age/ability which matches interests fiction/non-fiction  Clear guidelines on rewards  Celebrate success Reading Legends display | SLT | Autumn 2021 |
| Total budgeted cost: | | | | | £3350 |
| **Total Spend for All initiatives outlined above** | | | | | **£47,487.88** |

**NB\* £29,520 form catch up funds plus £18,000 from remaining PPG has been used to fund the initiatives outlined above**