

Funding Allocation (Mainstream Schools)

Schools allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Years Reception through to 11.

1. Payments

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil head count from the October 2020 census.

The second grant 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. A further £33.33 per pupil will be paid during the summer term 2021.

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.

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 school's baselines in calculating future years funding allocations.

2. Use of funds

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. (See also **EEF - School Planning Guide 2020-21**) Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

3. Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our 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. (**DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020**)

4. Context of school and rationale for strategy

- Total predicted Catch-Up Premium Grant - **£46,000**
- The proportion of disadvantaged pupils across the school is above average compared to both a local and national picture.
- Limited proportions of children from Reception to Year 6 engaged with the detailed online learning/ paper-based tasks that the school provided during lockdown.
- Upon re-opening on September 2nd 2020 we had a good response to children coming back to school. Attendance was stable across all year groups upon return - Reception children were brought back on a staggered basis over 2 weeks to ease the transition process since visits were not possible during Summer 2020 due to COVID 19. Overall attendance for autumn 1 2020 is 96.1%.
- Due to no parental demand our school was fully closed over the summer holiday period which meant that no school-based or remote learning took place over the summer break. From a school management point of view this was crucial in terms of teacher workload and their mental health and emotional wellbeing. This allowed for teachers to come back to what will be a very stressful and tiring term in Autumn 2020 with renewed energy and professional focus.
- As a Trust, we have used baselines assessments within Reading, Writing and Mathematics. (Writing only being a one-off piece of writing to enable us to show progress during the year.) At Pupil Progress Meetings we discussed what the baseline results were telling us in terms of which children across year groups have regressed in terms of their learning and then how best to provide support and interventions across Reading, Writing and Mathematics in order to help identifies children to catch up in their areas of identified need.
- Catch-Up Premium will partly be used to provide small 1:1 and small-group interventions particularly in reading. These interventions will be led by staff within school.

5. Grant usage

Teaching

Great teaching is the most important lever schools have to improve outcomes for their pupils.

Targeted Academic Support

There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch-up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.

Wider Support

Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parent, especially to increase attendance and engagement with learning.

6. The Strategy

| A. Teaching | Success Criteria |
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| <ul style="list-style-type: none"> i) Recovery curriculum planned for Maths and English for each year group. Objectives have been identified as not taught or taught but not fully embedded. These are being taught alongside a broad and ambitious curriculum. ii) More smart and snappy training delivered via Teams and for shorter periods to enable teachers to focus on the roles in-class, minimise time out and cover but still have access to high quality CPD. iii) Clear whole-school Reading approach from Reception to Year 6. Read Write Inc Phonics; Daily Supported Reading in Years 1 and 2; Whole Class/ Guided Reading etc. iv) Baseline Assessments including new PM benchmarking with subject analysis to inform planning and aid differentiation and targeting. v) Remote Learning set up to link with weekly planning so not separate and disjointed from peers if self-isolating. | <p>i), iii), iv) & v) Curriculum coverage, pitch and focus is appropriate to children's needs ensuring accelerated progress in Reading, Writing and Maths for all identified children.</p> <p>ii) All staff deliver high quality, effective sessions closely matched to all children's learning and social emotional needs.</p> |
| B. Targeted Academic Support | |
| <ul style="list-style-type: none"> i) Same day in-class intervention maximised. Timetable adjusted to meet the 'Big Picture' needs identified through pupil progress meetings. ii) Teachers to lead additional key skill interventions ('pick up' resources e.g. grammar books). iii) Target group teaching for Year 6 and additional teacher to support early reading in Year 1. iv) Pupil Progress Meeting to identify children for basic enhanced support. Focus on reading. | <p>i), ii), iii) and iv) Through selected targeting of children (through data analysis), identified children make better than expected progress as a result of more tailored provision.</p> |
| C. Wider Strategies | |
| <ul style="list-style-type: none"> i) Ensure regular pastoral contact at home particularly for vulnerable and disadvantaged learners and children absent from school ii) Support parents with any technology issues that may be a barrier to learning. iii) Well-being initiatives including PPA from home, reduced pre-planning of flip charts, Remote learning team, flu jabs iv) Homework Clubs - new reading eggs (possibly) v) Daily relaxation and refresh opportunities for sensory breaks yoga, mile a day and mindfulness. Mental Health First Aid training for Pastoral Managers to train staff on supporting children's emotional wellbeing. vi) Afternoon Nurture created for identified vulnerable children. | <p>i), v) & vi) Children and wider families social and emotional needs well met ensuring all children attend school regularly and are fit for learning. Areas of concern quickly identified and addressed.</p> <p>ii) & iv) All children have access to high quality Remote Learning no matter what resources they have at home.</p> <p>iii) Staff feel well supported by their workload continuously monitored.</p> |

| A. Teaching | | | | | | |
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| Barrier | Action(s) | Desired Outcome | Evidence Source | Cost | Person Responsible | Impact |
| i) | <p>Appropriate curriculum offer</p> <p>*Reviewed curriculum MTP's for autumn term to ensure essential learning gaps plugged.</p> <p>*Timetables revised and paired back to ensure additional time for Reading, Writing and Maths. E.g. Daily Active Maths sessions.</p> <p>*Start of year CPD focused on Phonics/ Early Reading English, Maths, Theme and Marking & Feedback approaches.</p> | <p>*Progress is accelerated during each term as a result of increasing proportion of learning time focused on Maths & English.</p> <p>*CPD and key documents provided ensures teachers pitch learning at appropriate point to ensure full differentiation resulting in minimal learning time lost.</p> | <p>*Initial September baseline assessments in key identified areas.</p> <p>*Ongoing teacher assessments during each term.</p> <p>*End of year assessments in July 2021 to be used to give impact evidence over 2020/2021.</p> | <p>£500 (Start of Year CPD)</p> <p>Trust cost through T&L Consultant's Work</p> | <p>Head of Education - Rob Darling</p> <p>Teaching & Learning Consultant - Jo Upton</p> | |
| ii) | <p>Staff training</p> <p>*Training PowerPoints produced centrally and then distributed to key Leads across Primaries. E.g. Remote Learning, Maths, Marking & Feedback</p> <p>*Training materials bespoke to staff needs analysis at Stockingford - produced by HT and DHT</p> | <p>*Latest and most effective pedagogy used in the classroom to inform planning - sequence of learning, pitch and differentiation</p> | <p>*Initial September baseline assessments in key identified areas.</p> <p>*Ongoing teacher assessments during each term.</p> <p>*End of year baseline assessments in July 2021 to be used to give impact evidence over 2020/2021.</p> | <p>No cost</p> | <p>Head of Education - Rob Darling</p> <p>Headteacher - Gillian Bowser Deputy Headteacher - Lindsay Banes</p> | |

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| <p>iii)</p> | <p>Reading development</p> <p>*R, W Inc training completed by all relevant staff.</p> <p>*Daily Support Reader (DSR) resources purchased.</p> <p>*All adults trained on how to effectively lead DSR group sessions.</p> <p>*DSR Leader release time to ensure effective oversight of the programme.</p> <p>*Freshstart phonics / early reading intervention in place in Years 4 to 6 with additional resources purchased</p> | <p>*Accelerated progress in: -Children move up book banding system as a result of being a more fluent reader -Year 1/ 2 Phonics Screening Check</p> | <p>*Initial September baseline</p> <p>*R, W Inc assessments</p> <p>*DSR assessments</p> <p>*Freshstart assessments</p> | <p>Additional RWI / Freshstart leader release (1 day weekly + additional training sessions) £9500</p> <p>Additional DSR leader release (0.5 day weekly + additional training sessions) £5500</p> <p>DSR resources £3500</p> <p>Reading / spelling Resources £15,000</p> | <p>Phonic Lead (RWI / Freshstart) - Sarah Taylor</p> <p>DSR lead - Klarianne Clark</p> <p>Headteacher - Gillian Bowser</p> | |
| <p>v)</p> | <p>Remote Learning</p> <p>*Remote Learning Team (RTL) established led by Rochelle Cocksworth.</p> <p>*Stockingford teachers contribute as and when required.</p> <p>*Train staff on Remote Learning (principles and expectations.</p> | <p>*Minimal learning time lost as children will be accessing similar quality content whether at home or in school.</p> <p>*Learning sequence not interrupted whether children are in school or learning from home.</p> | <p>*Parent/ Pupil Surveys</p> <p>*Ongoing assessments</p> | <p>School RLL release time in already allocated staffing costs</p> <p>Occasional cover for teachers to support RLT - £500</p> | <p>Remote Learning Lead - Rochelle Cocksworth</p> <p>Stockingford Remote Learning Lead - Scott Clark</p> <p>Class teachers</p> | |

| B. Targeted Academic Support | | | | | | |
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| Barrier | Action(s) | Desired Outcome | Evidence Source | Cost | Person Responsible | Impact |
| i) | <p>Support staff</p> <p>*TAs deployed through provision mapping to respond to emerging needs of 'catch-up' target children.</p> <p>*Training/ TA PM set up to provide 'expert TA' in different areas. E.g. Maths/ SEND/ Reading.</p> | <p>*Gaps in learning quickly plugged to ensure children can keep up with Quality First Teaching.</p> <p>*All interventions are of a high quality and have desired impact. Where interventions are not working, TAs have confidence to change provision in collaboration with expert TAs and class teachers.</p> | <p>*Learning Walks reviewing Intervention provision</p> <p>*TA performance management</p> <p>*Staff Voice</p> <p>*Data outcomes for specific targeted catch-up children</p> | <p>No staffing cost outside of allocated staffing budget</p> | <p>Trust Inclusion Lead - Amy Husband</p> <p>Deputy Headteacher - Lindsay Banes</p> | |
| ii) | <p>Interventions</p> <p>*TAs deployed through provision mapping to respond to emerging needs of 'catch-up' target children.</p> <p>*Daily Supported Reader in place through staff training. All resources created. All KS1 children assessed via Reading Benchmark Toolkit.</p> <p>*Phonics training completed with all groups/ interventions in Year 3 in place via R, W Inc assessments.</p> | <p>*Accelerated progress with increased % of children on track for Age Related Expectations in target Phonic, Reading and Writing areas. (See Sept baseline and following targets.)</p> | <p>*Learning Walks reviewing Intervention and group teaching provision</p> <p>*TA/ Teacher performance management</p> <p>*Staff Voice</p> <p>*Data outcomes for specific targeted catch-up children</p> | <p>See costing in A (iv)</p> <p>Additional management time for effective implementation of R,W Inc & DSR - see above</p> | <p>Deputy Headteacher - Lindsay Banes</p> | |

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| iv) | <p>Quality first teaching</p> <ul style="list-style-type: none"> *Children grouped dependant on need within additional teaching *Regular planning time to ensure groups well-differentiated to meet need. *Clear targeting of who should be ARE/ GDS in both sets. | <ul style="list-style-type: none"> *Accelerated progress with increased % of children on track for Age Related Expectations in target Reading, Writing & Maths. (See Sept baseline and following targets.) | <ul style="list-style-type: none"> *Stockingford T&L review and ongoing monitoring *TA/ Teacher performance management *Staff Voice *Data outcomes for specific targeted catch-up children | <p>Additional staffing £2,000</p> | <p>Headteacher - Gillian Bowser</p> | |
| v) | <p>Reading away from school</p> <ul style="list-style-type: none"> *online access to quality reading materials for children self-isolating (OUP) *purchase 'Reading Eggs' online reading scheme | <ul style="list-style-type: none"> *Accelerated progress with increased % of children on track for Age Related Expectations in target Reading | <ul style="list-style-type: none"> *Data outcomes for specific targeted catch-up children *pupil voice *lesson observation | <p>From within the £15,000 allocated for reading and spelling resources</p> | <p>English subject leader - Scott Clark</p> | |

C. Wider Strategies

| Barrier | Action | Desired Outcome | Evidence Source | Cost | Person Responsible | Impact |
|---------|---|--|---|----------------|-------------------------------------|--------|
| i) | <p>Vulnerable children</p> <ul style="list-style-type: none"> *Up-to-date list of vulnerable families kept and review by Pastoral Manager. *Weekly meeting diarised with AHT Headteacher inclusion to review and update. *Additional support flagged up to senior team as and when it arises. | <ul style="list-style-type: none"> *Issues identified with solutions in place before they become a barrier to school attendance or accessing Remote Learning. | <ul style="list-style-type: none"> *Pastoral Meeting minutes *School attendance % and persistence absence information | <p>No cost</p> | <p>Pastoral Team - Bev Phillips</p> | |

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| ii) | <p>Access to technology *Set up technology loan scheme to enable children who would not meet criteria for government laptop scheme but don't have tech access don't miss out. (Parent Survey)</p> <p>*Communication via letter and Social Media to advertise Remote Learning offer and how to access.</p> | <p>*Children / families are not penalised by not having appropriate technology at home.</p> <p>*Home/ school learning continues to meet needs of children, so they don't fall behind through prolonged absence from school due to self-isolation.</p> | <p>*Remote Education parent/ children surveys.</p> | <p>Laptops for loan through DfE scheme</p> | <p>HoE Rob Darling</p> <p>Headteacher - Gillian Bowser</p> | |
| iii) | <p>Staff well-being *Series of well-being initiatives set up to support staff:</p> <p>a) PPA from home b) Xedexo initiative c) Wellbeing line d) Flu jabs scheme</p> | <p>*Staff feel well-supported in school during this more challenging time.</p> <p>*No additional workload is created due to Remote Learning and other COVID-related expectations.</p> | <p>*Staff questionnaires</p> | <p>No school cost</p> | <p>HoE Rob Darling</p> <p>CEO Lois Whitehouse</p> | |
| iv) | <p>Pastoral care *Ensure meaningful daily exercise and well-being breaks are added to the timetable. E.g. Daily Mile, lunchtime sports activities and PE profile on timetable (x2 slots each week) *All Pastoral Managers attend Mental Health First Aid training. *Training cascaded to wider staff. *Family Thrive adopted in school - training for Family Support worker *Relax Kids therapy sessions for identified pupils (25 afternoons Aut 2 - Summer 2)</p> | <p>*The right balance is struck between focus on English/ Maths and children's mental and physical well-being.</p> <p>*Children continue to enjoy coming to school.</p> <p>*Children and staff's mental wellbeing is supported through knowledgeable staff and a range of high-quality activities/ interventions.</p> | <p>*Pupil/ staff surveys</p> <p>*Learning Walks</p> <p>*Timetabling</p> | <p>Course cost £400 - mental health first aid</p> <p>Family Thrive training £550</p> <p>Relax Kids therapy = £2500</p> | <p>PE Lead - Gareth Lee</p> <p>Trust Pastoral Lead - Michelle Smith</p> <p>AHT Inclusion - Jane Sparrow</p> | |

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| v) | <p>SEND</p> <ul style="list-style-type: none"> *Meeting with Trust Inclusion Lead to plan scope of provision. *Individual provision plans in place for identified children. Clear entry and exit expectations *Additional staffing recruited, mapped out and trained. *Any additional resources needed purchased. | <ul style="list-style-type: none"> *Children's individual learning needs met through enhanced afternoon provision. *Incidents of poor behaviour. Exclusions reduced as a result of provision. *Staff meet differing needs of all learners. *All children make good progress against their identified targets. | <ul style="list-style-type: none"> *Pupil/ staff surveys *Learning Walks *Timetabling *Pupil work – pictorial or written | See costing in section B (i) | <p>Trust Inclusion Lead - Amy Husband</p> <p>AHT Inclusion - Jane Sparrow</p> | |
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£6000 remains unallocated at the start of the year in order to be responsive to needs as they arise