

Catch-up Premium funding plan strategy 2021-2022

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 catch up Premium Funding?

The government has announced £1 billion of funding to support children and young people to catch up. This included a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year which amounted to £47,600 for The Academy of Woodlands and a further £30,000 for the academic year 2021-22. The purpose of this extra funding is to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Statement of intent

The Academy of Woodlands believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from both disadvantaged and none disadvantaged backgrounds, continue to require additional support in order to ensure they get the best possible outcomes. Therefore, we will use all the resources available to us to help children reach their full potential, including the use of additional continued use of pupil premium grant (PPG).

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. This could include, for example:

- small group or one-to-one tuition

Guidance to support the use of tuition will be published as part of wider National Tutoring Programme communications later in the summer.

Funding information	
Academic year	2021-2022
Total number of pupils on roll	615
Total received	£30,305

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.
- Recognise the fact that pupils who have fallen behind are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these 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.
- Raise aspirations through access to high-quality educational experiences
- Ensure children emotional health and well-being are supported to the highest levels, enabling them to best access academic learning

Spending priorities are as follows:

- 1: Teaching
- 2: Targeted academic support
- 3: Wider strategies

1. Ensuring effective teaching in every classroom is the priority

- CPD to maximise curriculum strategy, depth and delivery

2. Targeted Support

- Structured interventions
- Small group tuition
- One-to-one support

3. Wider strategies are used to overcome non-academic barriers to success.

- Accessing wider experiences e.g. memorable experiences or residential experiences
- Pupil well-being and mentoring interventions

Accountability and reporting

- 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.
- Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.

Strategy	Costs	Targets	Success Criteria
KS1 Phonics catch up through targeted small group Intervention by a qualified teacher	<u>£ 32,216.84</u>	For Year 1 and 2 pupils to demonstrate accelerated progress in their phonic knowledge and application bringing them in line with Year- end expectations in August 2022	Assessment will show accelerated progress in phonics for all pupils from the baseline set at the beginning of the academic year The percentage of children at age appropriate levels of phonic skill at Year end will be in line with the 2019 national average.
Provision of counselling and mentoring sessions for identified pupils. This will include play therapy, Lego therapy, drawing and talking.	<u>£21,652.94</u>	Mental health and well-being priorities for individual and groups of pupils will be identified and addressed.	Entry and exit assessments to 6 week mentoring sessions programme will show improved pupil well-being. Pupil voice will be gathered as further evidence.
Family Liaison officer to be appointed.	<u>£20,384.48</u>	Supporting families to eliminate barriers to learning that are external factors. Attendance support, Early Help strategy	
Pupils who have to miss school due to self-isolation periods will have access to appropriate remote learning	Minimal cost as remote learning is in place and we accessed the government ICT laptops. Costs might include printing out of work, postage or delivery to homes of laptops or printed packs stationary resource packs for pupils	Pupils who have to self-isolate due to COVID will continue to learn at home.	Work will be set, completed marked and feedback on. Pupils returning from isolation will not need to go over work that has been going on in class whilst they were absent
Total Spend	<u>Total Amount</u> <u>=£74,254.26</u> Catchup premium=£30,305 + £22,362 rollover= Total <u>£52,667</u> From schools own budget+ <u>£21,587.26</u>		

