

Catch-Up Premium Plan

Raedwald Trust

Summary information				
MAT	Raedwald Trust			
Schools	First Base Ipswich, First Base Bury St Edmunds, Alderwood Academy, St. Christopher's Academy, Parkside Academy and Westbridge Academy			
Academic Year	2020-21	Total Catch-Up Premium	£45,600.00	Number of pupils <i>*based on available commissioned spaces</i>
		Catch-Up Premium per pupil	£240	
				190

Guidance	
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. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £240 for each pupil in reception through to 11. 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.	
Use of Funds	EEF Recommendations
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.	The EEF advises the following: Teaching and whole school strategies ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support

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.	Targeted approaches ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time Wider strategies ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support
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Barriers to progress
In-school barriers
1. Below average literacy skills
2. Weak numeracy skills
3. Poor learning skills including focus and resilience
4. Pupils not being 'ready to learn'
5. Gaps in prior learning
External barriers
1. Deprivation
2. Limited access to positive role models
3. Lack of appreciation of cultures
4. Parental mental health
5. Poor parenting skills

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)					
i. Teaching and whole-school strategies					
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?	
Key Stages 2 - 4					
All pupils will have access to high quality reading lessons delivered across all KS1-KS4 sites.	Whole staff reading CPD that will support teaching of early reading, fluency, development of a literature spine, engaging reluctant readers, etc.		AJ	September 2020	
	Trust wide reading reviews to target and support site level development of a reading strategy that supports literacy of all pupils.			February 2021	
	Creation of a high-quality bespoke Reading curriculum which supports excellent progress and ensures a diverse and aspirational diet of experiences. - Built around core texts and supplemented with high-quality extracts which offer breadth and the opportunity to deliberately build disciplinary literacy. - Fully resourced to support non-specialist delivery. - Content and pedagogy built on strong evidence bases (Cain and Oakhill's Multi-faceted approach to explicit vocabulary instruction, Rasinski and Shanahan's Prosodic reading and Rosenshine's Explicit strategy instruction for reading comprehension). - Clear and deliberate sequencing, including systematic revisiting of prior learning and the connection of core concepts within English and across the curriculum. - Clear scaffolding to support struggling readers in accessing English and the wider curriculum. - Built upon a clear and progressive Programme of Study. - An offer which can be personalised to individuals or groups depending on the presentation, competency or experience.			June 2021	
				September 2021	
				December 2021	
Total budgeted cost			£ 34,840.01		

ii. Targeted approaches					
Key Stage 1					
Quality of Learning and Teaching for all					
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?	
<u>First Base Ipswich</u> Support pupils on-site and home learning offer for core subjects to aid maximum progress	‘Active Learn Primary’ online package for all pupils		SL	Autumn 2021	
		Total budgeted cost		£812.99	
Increase pupil engagement in reading and positively impact on reading progress	New reading books		SL	Autumn 2021	
		Total budgeted cost		£367	
Raise staff subject and pedagogy knowledge to positively impact pupils learning progress.	Staff CPD sessions from Greenfields Education; reading, writing composition, GPS, phonics oracy, maths CPA and maths DfE/NCETM doc		SL	Autumn 2021	
		Total budgeted cost		£700	
Other approaches					
Links with the community, ownership over their school, develop a calming space for children to support their PSED	To work with a local artist to design a mural for the calm room (Zena Ugolini)		SL	Autumn 2021	
		Total budgeted cost		£1,000	
		Overall budgeted cost		£2,879.99	

Key Stage 1					
Targeted Support					
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?	
<u>First Base Bury</u> Pupils will receive targeted intervention to address SpLD.	Commission SALT (@£300/day) x 10 days through year To support with assessing pupils throughout the year, providing additional CPD to staff and intervention to pupils.		SM	Autumn 2021	
Total budgeted cost				£1,000	
Pupils will receive OT assessment and targeted intervention.	Commission OT for 20 hours. Support for pupils and CPD for staff.		SM	Autumn 2021	
Total budgeted cost				£1,880	
Overall budgeted cost				2, 880	
Year 11					
Targeted Support					
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?	
Pupils will have access to 1:1 staff support to facilitate re-engagement with curriculum and access to post-16 transition.	Additional hours available to existing members of RT staff to ensure pupils are able to engage positively with staff they already know.		SLT	Nov 2020 March 2021	
Total budgeted cost				June 2021	
Overall budgeted cost				£4,500	
Overall budgeted cost				£4,500	

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Pupils will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording pupils greater independence and increasing the likelihood that parents can sustain home-learning. Pupils have access to appropriate paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	Regular door knocks/home visits to support parents as required. Regular contact and information shared to ensure families can access. Home-learning paper packs are printed and ready to distribute for all children. Additional revision guides and stationary to be made available as appropriate.		SLT	Dec 2020 Apr 2021 July 2021
			Total budgeted cost	£500

Total budgeted cost		£45,600
Cost paid through Covid Catch-Up		£45,600
Cost paid through charitable donations		0

