



We are all 'wonderfully
made' by God and loved by
Him just as we are.



Catch-up Premium funding plan strategy 2020-2021 (Spring update)

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 Pupil Premium Funding?

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Following the second closure January to March 2021, some changes were made to the plan. Alderman Cogan's CE Primary Academy continues to regularly review pupils needs and any allocation of additional funding that comes in under the Catch-up agenda.

Statement of intent

As a whole school community we 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, now or 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.

Alderman Cogan's CE Primary Academy Catch-up Premium Grant 2020-2021

Funding information	
Academic year	2020-2021
Total number of pupils on roll	404 (F2-Yr6)
Amount received per pupil	£80
Total received	£32,320
Governor lead	??????????????

Alderman Cogan's CE Primary Academy have allocated the Pupil Premium Funding based upon the following considerations:

- 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.
- Are focused on clear short-term goals providing opportunities for pupils to experience success.
- 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
- Promote pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.
- Ensure children emotional health and well being are supported to the highest levels, enabling them to best access academic learning
- Are for all year groups not just those in key end points (including more able and not just those falling behind their peers).

Alderman Cogan's CE Primary Academy uses a tiered approach to the Catch Up Premium Funding Spending:

Operating a tiered approach ensures that the spending is both balanced and focussed, short, medium and long term. Spending priorities are as follows (Detailed expenditure plan outlined later in this document):

- 1: Teaching** - Ensuring effective teaching and learning in every classroom is a priority.
- 2: Targeted academic support** - structured interventions / one to one support
- 3: Wider strategies** - WEB Team support, developing cultural capital experience opportunities

Accountability and reporting

School leaders are accountable for how this money is being used to achieve the central goal of getting back on track and teaching a normal curriculum as quickly as possible.

Ensuring our school spends the funding appropriately and is held to account for educational performance, governors and trustees will scrutinise the school's approaches to catch-up from September, including the plans for and the use of catch-up funding. This will include consideration of whether the school is spending this funding in line with the catch-up priorities, and ensuring appropriate transparency for parents.

What are the barriers to our children around their need for catch-up?

Knowledge of the world, (In particular restricting cultural capital and creative writing)

Well being/Mental health (Impacting on behaviour, learning and socialising)

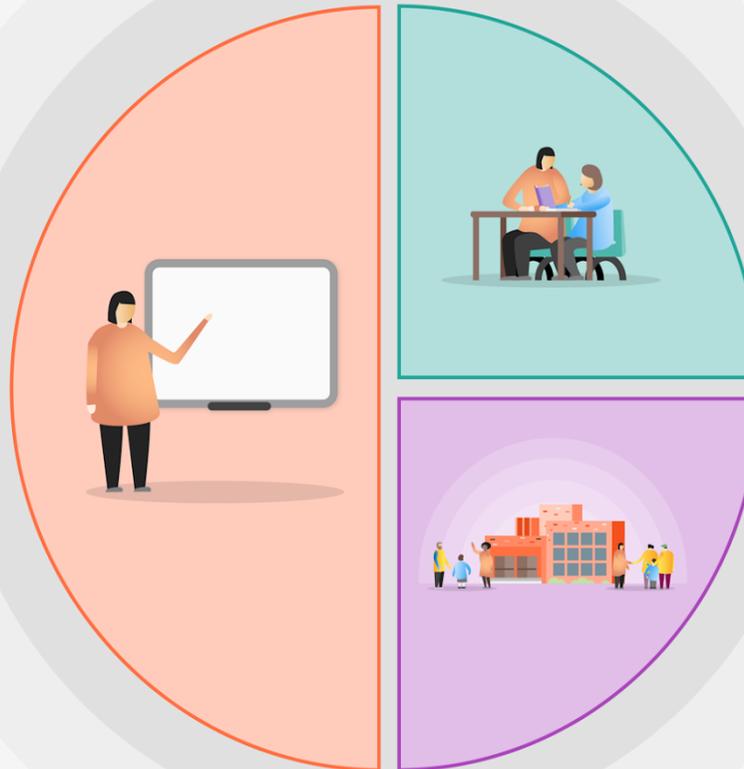
Attitude and engagement in reading & phonics (Home and school) which in turn impacts on writing

Speech and language

Attendance & behaviours for learning which can reduce potential attainment across all curricular areas

1 Teaching

- Quality First Teaching supported by evidence informed CPD for teachers and support staff.
- A peer-support model to help embed and sustain research-based teaching strategies.
- A broad and engaging curriculum that focuses on vocabulary acquisition.
- Whole-class reading approach (Reading for Real) underpinned by clearly defined formative assessment practices.
- Curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects.
- Development of a Maths Mastery approach supported by Ebor Mastery Specialists.



2 Targeted academic support

- Basic skills through overteach sessions / Same day interventions
- Targeted interventions led by teachers and teaching assistants
- Pupil Progress meetings and parental consultations with target setting
- Web team provide targeted support for small group and 1:1 children
- Vulnerable learners not in school receive support e.g. accessibility to a device, paper copies, extra phonecalls to support learning and well-being, bespoke feedback.
- Collaboration with professionals to create bespoke and targeted learning packs for specific children, including those with EHCPs.

3 Wider strategies

- Based on strong relationships: Communication with families (and staff) to strengthen so that families trust the school's approaches and support the strategies in place for learning as well as well-being
- Lessons on identifying emotions and self-regulation strategies linked to RP.
- Developing classroom environments with reflective prayer spaces.
- Pastoral packages internal and external
- Increased Breakfast Club Places

Academic Year 2020-2021				Total Funding: £32,320
School Priority	Action	Cost	Evidence of Impact	Evaluation
To use online learning platforms to help bridge gaps in children's learning due to the lockdown and to further support home learning in the case of another lockdown. (Questionnaire for parents re online access)	Purchase 90 chromebooks to for KS2	Total cost £23085 (£10,000 from IT budget) Remaining cost £12,085	Remote Learning QA interview with Mark Wilson LA consultant Chromebooks used in Jan-March lockdown 2021 Whole school remote learning tracker	QA all rag rated green Chn retained more than the previous lockdown Instant feedback and increased home school communication for support
Support in Year 1 for the children to get their GLD Maths 35% B Reading 48%B Writing 61.1%B	X2 Apprentices for Year 1	£10,000	Cycle 3 data Apprentices trained by Ebor	Current attainment shows an increase in progress Pupil progress meetings set to ensure further progress
Increased support for reading /phonics	Purchase x 60 Lexia licences	£2951	Track progress on Lexia and impact on reading levels across the whole school	Accessed x3 times per week to show impact.
Increase support for maths and literacy to bridge gaps	Purchase Learning by Question	£200 per teacher +VAT x8 teachers £2400	evidence/impact data	Teacher assessments show that gaps in learning have been diminished
IDI Literacy phonics reading and spelling	Purchase of IDL licences	£296	Track progress on IDL and impact on reading levels across the whole school	Report from IDL tracker shows increase in progress and attainment
Rising Stars Shine intervention linked to NTS tests	Primary Maths and Reading (awaiting Trust price)	£720 for English and Maths	15-20 min intervention sessions linked to gap filling from NTS tests	Not in use yet