



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



### 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 Pupil Premium Funding?

The government has stated that all schools that are eligible for pupil premium are eligible for recovery premium. The recovery premium will be allocated using the same data as the pupil premium. This means the following pupils will attract recovery premium funding to schools:

- pupils who are eligible for free school meals (FSM)
- pupils who have been eligible for free school meals at any point in the last 6 years
- children looked after by local authorities and referred to as looked-after children (LAC)
- post looked-after children (post-LAC)

#### 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?

Schools should spend this premium on evidence-based approaches to support pupils. In line with the [Education Endowment Foundation's pupil premium guide](#), activities should include those that:

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

Like the pupil premium, schools can:

- spend the recovery premium on a wider cohort of pupils than those who attract the funding
- direct recovery premium spending where they think the need is greatest
- For further information, read our guidance on [using pupil premium](#). As with pupil premium, funding for looked-after children should be managed by the local authority virtual school head. They should work with schools, including the designated teacher, to decide how to use the funding effectively to support looked-after children. 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

<b>Funding information</b>	
<b>Academic year</b>	2021-2022
<b>Total number of pupils on roll</b>	453 (F2-Yr6)
<b>Amount received per pupil</b>	74 @ £1345
<b>Total received</b>	£10,730 (plus £8,406 carry forward) Total: £19,136
<b>Governor lead</b>	Sally Wightman

### **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)

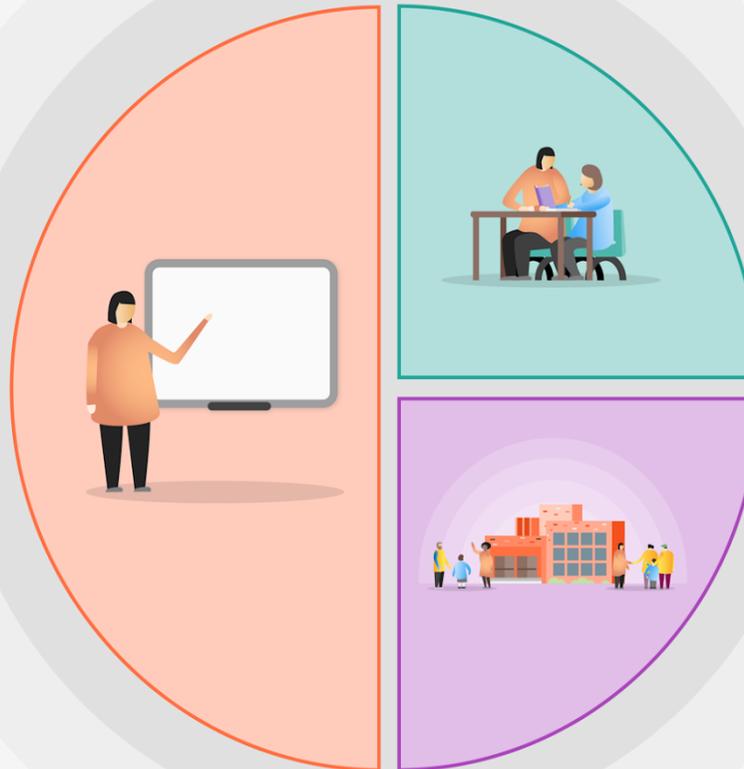
Attitude and engagement in reading & phonics (Home and school) which in turn impacts on writing

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 2021-2022				Total Funding: £19,136
School Priority	Action	Cost	Evidence of Impact	Evaluation
Support in KS1 Catch up interventions	HLTA x 1.5 days	1.5 days £2745	Cycle 3 data	Current attainment shows an increase in progress Pupil progress meetings set to ensure further progress
Support in KS2 Catch up interventions	X 1 day for Leo Mendez	£150 per day  Total £3750	Cycle 3 data	Current attainment shows an increase in progress Pupil progress meetings set to ensure further progress
Increase CPD for phonic support across the whole school	RWI training for x12 teachers	£2975	Cycle 2 and Cycle 3 data	Attainment will increase for targeted chn with gaps. (Lowest 20%)
Increased support for reading /phonics	Renewal of 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	Renewal of Learning by Questions	£250 per teacher +VAT x8 teachers £2000	<a href="#">evidence/impact data</a>	Teacher assessments show that gaps in learning have been diminished
IDI Literacy phonics reading and spelling	Renewal of IDL licences	£296 English £297 Maths	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	<a href="#">Primary Maths and Reading</a>	£720 for English and Maths  Angela Mcabbe	15-20 min intervention sessions linked to gap filling from NTS tests	Report shows that knowledge gaps have diminished and attainment shows an increase in progress.
Contribution to Tutor led Covid catch up	School's contribution to government funded scheme	£2902.50 645 @ £4.50	Govt requires school to fund 25% of costs of tutor led Covid grant	

Total Cost Spent:: £19,636.60