

# CRAVEN PRS Covid 19 Catch Up Premium Funding (2020-21)



Our Motto ***'Aspire- Thrive- Succeed'*** provides the framework for education in our school.

We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspect of school life.

***“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.”***

**(Covid-19 Support Guide for Schools – June 2020)**

## 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.

## Pupil Assessment and Feedback

Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been effected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

## 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.

### Summary information

<b>School</b>	Craven Pupil Referral Service				
<b>Academic Year</b>	2020 -21	<b>Total Covid Catch Up Funding budget</b>	£1,920	<b>Plan Drafted Finalised</b>	Sept 2020 Nov 2020
<b>Total number of pupils</b>			8	<b>Date for next internal review of this strategy</b>	March 2021

### Considerations for future attainment (Post Covid)

<b>A.</b>	Teaching
<b>B.</b>	Targeted academic support
<b>C.</b>	Wider strategies

Teaching priorities	A	Barrier	Desired outcome
	B	<p>Home learning is limited due to the current provision and home learning situation and can be developed further to improve access to learning at home for all pupils.</p>	<p>A strong remote learning offer is in place which is as close as possible to the offer in school. A new and improved platform is in place (Teams and Teams OneNote) and all staff are trained in its use. In the event of home learning being needed, learning packs are sent home for individuals self-isolating and a process is now in place in the event of complete school closure. This process involves exam board and CPG learning packs and supporting website recommendations including National Oak Academy and BBC Bitesize. If sufficient staff are fit to teach, this will be supplemented by live lessons on Teams but due to small staff team will be determined once the full situation is known. ATA's to contact every child and family daily where possible, if fit to work. Where insufficient staff are fit to work, the Headteacher will prioritise safeguarding and welfare checks, requesting supporting from external services to manage this.</p> <p>We will do all we can do to encourage pupils to engage e.g. ATA and teacher calls, Teams chat, 15-minute conferencing, office phone calls, chasing pupils who we have not been able to contact, texts, emails, letters etc. Where pupils and families are not engaging, every effort will be made to ensure they return to school as promptly as possible, with support requested from external services, where appropriate to encourage this.</p>
		<p>Pupils have gaps in learning due to missed teaching in first lockdown , school closure in October 2020 due to Covid outbreak and periods of self-isolation.</p>	<p>SLT to look at structure of school week, day and lessons to provide optimum learning and progress.</p> <p>English, maths and science to be prioritised for all KS4 pupils. Recovery curriculum in place. Use of exam board and or PIXL assessment packages to identify gaps in September. Use of assessment information to inform planning and plug the gaps.</p> <p>Consider priority objectives to plug gaps used in planning. Children make accelerated progress in their learning at each assessment point.</p>

	<b>C</b>	Access to online home learning for pupils without technology.	Registered on the government website for government learning scheme. Create a register of those who do and do not have access to WIFI, tablets and or laptops. Order required amount from government. Distribute laptops from existing old stock for those pupils who need it. Use funding to buy additional resources where needed. All pupils can access online learning. Currently 2 laptops provided by government and 1 FSM laptop
Targeted academic support	<b>D</b>	Pupils have fallen behind in learning due to lost teaching during first lockdown, school closure due to outbreak etc	Use of catch-up funding to pay for targeted 1:1 tuition for pupils, through the national tutoring programme, who required additional teaching. Year 11's to be prioritised in priority subject followed by year 10 pupils. Progress data shows pupils who receive provision make accelerated progress.
	<b>E</b>	Some pupils had limited exposure to reading materials during the first lockdown (despite school encouragement to read) and reading ages are lower than expected.	Reading encouraged by all staff in all lessons and in self isolation packs. EduKey used to track progress in reading ages. Individual interventions in place as required. Reading skills are much improved and progress in reading ages are demonstrated at each assessment.
Wider Strategies	<b>F</b>	The Covid pandemic, lockdown and isolation have had a negative impact on pupils' mental and physical health and wellbeing. Pupils reporting low mood and sense of hopelessness, anxiety and anger. Parents report excessive screen time. Less PE and practical school activities because of focus on core subject catch-up.	All staff have already been trained in supporting pupil's mental health and/or Mental Health First Aid. Appoint designated lead for mental health and wellbeing. Staff focus group to discuss need to prioritise mental health and plan wellbeing. Keyworker time at the start and end of every day to ensure pupils can talk about concerns. Planned, timetabled wellbeing and physical activity interspersed throughout the day to break up intensity of teaching day.

			<p>Encourage breaktime activities outdoors. Planned PSHE sessions to address relevant issues and encourage healthy lifestyles. Post-16 and future planning prioritised for KS4 pupils. Careers interviews for all KS4 pupils. Attendance at virtual college open days and apprenticeship events. Wellbeing day every half term. Pupil voice meetings held regularly. Fitness levels of pupils to return to pre-Covid levels. Swift referral to support agencies where required. Pupils feel calm and engaged Parents feel supported and supportive.</p>
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**Planned expenditure - 2020-21**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	When will you review implementation?
<p><b>Targeted academic support</b></p> <p>Protocol targeted 1:1 live lessons in core GCSE subjects; 15 hours of additional targeted teaching per pupils; content of interventions informed by Baseline/ongoing assessments.</p>	<p>Gaps closed.</p> <p>Children back on track.</p> <p>Accelerated progress.</p>	<p>1:1 teaching necessary as every pupil has different learning gaps and different priorities in the lead up to GCSE and entry level exams/ assessments. Over and above current teaching time.</p> <p>Protocol Education is the leading provider of such support for AP pupils.</p> <p>Evidence from EEF and Sutton trust for teacher led interventions.</p>	<p>Positive communication with parents and pupils to ensure support and engagement.</p> <p>Subject staff to liaise closely with Protocol staff to confirm teaching objectives and check ongoing progress.</p> <p>Progress reported weekly to pupils and parents.</p> <p>Early intervention and response where sessions are not working well.</p> <p>Regular progress reviews.</p>	<p><b>£1,102.50</b></p> <p><b>(£183.75 per pupil x 6 pupils)</b></p> <p>(the remaining 75% of costs funded by the DFE)</p>	<p>March 2021</p>

<p><b>Wider Strategies</b></p> <p>Programme of well-being and physical activities to encourage pupils to relax, enjoy school and to teach strategies for taking care of their mental and physical health.</p>	<p>Children will be more resilient and ready to learn; positive mental health.</p>	<p>Supply teacher already working in school part-time to take on Mental Health Lead for the rest of the academic year. Allocated additional hours to coordinate wellness programme between February and end of April 2021. Hours to be reviewed at Easter. To work in conjunction with PE/cookery lead on delivery and DSL on safeguarding matters and signposting for additional services where required.</p>	<p>Staff member experienced and motivated to take on roll. Clear aims, objectives and expectations of role. Regular support meetings with HT and other key staff. Activity timetable posted and taking place. Whole staff team involvement in planning activities. Regular monitoring and review of programme.</p>	<p><b>£886.50</b></p> <p>9 mornings x £98.50</p>	<p>First review: March 2021</p>
<p>Total budgeted cost</p> <p>Minus Subsidy from Projects Budget</p>					<p><b>£1989</b></p> <p><b>£ 69</b></p>
<p><b>Total from Covid Catch up Premium Fund</b></p>					<p><b>£1920</b></p>
<p><b>March 2021 – Review data and consider making changes as needed</b></p>					