



<b>Total Number of Pupils on role 2020/21</b>	204
<b>Percentage receiving PPG</b>	24%
<b>Number of Pupils receiving PPG</b>	49
<b>Number of CLA</b>	9
<b>Total Grant</b>	£16,320 Paid in 4 instalments £4080

**DFE**

In July, the government announced 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. The coronavirus (COVID-19) catch-up premium funding is available for all state-funded mainstream and special schools, and alternative provision.

The Education and Skills Funding Authority has published details of the [provisional allocation of the coronavirus \(COVID-19\) catch-up premium](#) and the conditions of the grant for the academic year 2020 to 2021. The first payment is worth 25% of the provisional allocation, rounded to the nearest £10.

**Use of funds**

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 [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. This could include, for example:

- small group or one-to-one tuition (particularly through the National Tutoring Programme)
- summer programmes to help re-engage pupils or extra teaching capacity from September

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

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

## XII Apostles Rationale

### Targeted Support

Having taken in account the research EEF we have decided that

Quality teaching and high quality feedback building on accurate assessment is proven to have the greatest impact on children's progress therefore we are using qualified teachers to deliver small group tuition after school. In some cases this will be the class teacher and in other the class teacher will work closely with the tutor to ensure key gaps are addressed . All teachers In school agreed that any further loss of curriculum time during the school day would further disadvantage targeted children further thus after school tuition would be more beneficial .

We will continue to fund through the school budget a range of catch up intervention programmes for targeted children delivered by TAs : sounds write, precision monitoring ,daily reading, maths recovery

For children with social and emotional issues we will continue to invest money in our nurture setting and SALT run by the SENDCO. We will also provide counselling and mindful therapy sessions. Our pastoral manager will continue to work with individual children.

### Evidence EEF

*There is extensive evidence supporting the impact of high quality **one to one and small group tuition** as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catchup approaches. **Tuition delivered by qualified teachers is likely to have the highest impact.** However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.*

*Extended school time In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school. There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour. However, to be successful, any increases in school time should be supported by both parents and staff.*

*Intervention programmes In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive*

*evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress. Additional information about high-quality programmes that have undergone rigorous evaluation is available on the EEF's Promising Projects list.*

## **Wider Strategies EEF**

### **Supporting parents and carers**

Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. We have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year has included online parental workshops. Information sessions delivered by each class teacher and the SENDCO. Teachers have provided recordings, modelling concepts.

The pastoral mentor and admin officer provide regular and supportive communications with parents, especially to increase attendance and engagement with learning. The attendance office has also played a vital role in this.

### **Access to technology**

Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for some disadvantaged children therefore the DHT has completed a survey and compiled a list of children to whom this is a barrier and through the Government lap top/technology scheme we have distributed lap tops. We have also provided paper packs for those parents that preferred this option.

The Computing lead and class teachers have provided support and guidance on how to use learning platforms : class do jos and purple mash effectively

**Summer support transition programme** . The EEF evidences that Summer programmes can benefit pupils socially and academically, helping to ensure that they return to school ready to learn. Summer support can also focus on a wide range of outcomes, such as confidence and wellbeing, and include a wide range of activities such as sports, music and drama that children might have missed out on during lockdown.

The SENDCO and class teachers provided transition sessions during the Summer holiday to help to ease the transition for targeted children with social and emotional needs. All targeted children attended and this proved to be successful. Evidence 3 children on reduced times have now accessed school full time.

According to research children need a minimum of 12 hours to make an impact

#### Operational

- 2 existing class teacher and 3 teachers have agreed to deliver the catch up programme
- Class teachers provide list of targeted children and gaps in learning
- Letters sent to parents and phone consultations explaining the catch up programme
- The catch up programme will run twice weekly .
- There will be 2 groups of children who access this but there may be some overlap for example it may be the same children who need to catch up in maths and English
- The programme will run for a block of 6 weeks initially and then the groups may change
- The sessions will run for 1 hour after school
- Tutors will be paid for 2 hours per session ( 1 hour planning ,preparation and assessment)
- Tutors to benchmark pupils to show progress
- Tutors to keep a register of those that attend each week
- Tutors to work collaboratively with class teacher
- Session to commence after half term WB 2<sup>nd</sup> November to WB 7<sup>th</sup> December 6 weeks
- 4-6 children in each group
- After school tutoring year 2 to year 6
- 24 weeks

#### Costings 2020-21

5 classes 4 hours per week = 20 hours	
Based on <i>On costed</i> hourly rate 01.09.20 24 weeks	
(Teachers x3 MPS 6 1 x MPS 3 and 1 MPS 1 )	
3 X MPS 6 £38.78 (supply hourly rate £29.22)38.78 x 12 hours x 24 weeks =	£11,168.64
1X MPS 3 £30.73 (supply hourly rate £23.45) 30.73 x 4 hours per week x 24 weeks	£2,950.08
1X MPS 1 £26.40 (supply hourly rate £20.33) 26.40 x 4 hours per week x 24 weeks	£2,534.40
<b>Total</b>	<b>£16,653.12</b>
<b>Grant</b>	<b>£16,320</b>
<b>School Budget</b>	<b>£333.12</b>