

Villa Real Special School – Catch-up Premium Strategy 2020 - 2021

Planned 13th October 2020. Reviewed 9th February 2021.

Funding allocation (Mainstream Schools)

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

Payments

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census.

*The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of **£46.67** per pupil. A further £33.33 per pupil will be paid during the summer term 2021.*

Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

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

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](#). (See also [EEF - School Planning Guide 2020-21](#))

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

School Overview

Number of pupils in school YR – Y11	90
Proportion of disadvantaged	54%
Catch-up Premium allocation (No. of pupils x £80)	£21,600
Publish Date	13 th October 2020
Review Dates	Termly
Statement created by	J Bowe
Governor Lead	A Bell

Context of the school and rationale for the strategy

- 100% pupils have EHCP for Special Educational Needs
- 54% are disadvantaged
- 40% pupils attended on a rota during Lockdown from prioritised year groups, LAC and CIN categories
- All pupils baselined upon re-entry to school in September 2020.

Barriers to future attainment

		Barrier	Desired outcome
Teaching priorities	A	Staff require CPD to develop a greater understanding of Thinking School climate for learning	Staff are better informed and have greater clarity about how to support children with thinking skills. This is a focus of daily/ weekly teaching in the coming year.
	B	Staff require CPD to develop a greater understanding of teaching ICT including remotely utilising new resources such as Purple Mash	Staff are better informed and have greater clarity about how to support children with ICT skills. This is a focus of daily/ weekly teaching in the coming year and of blended/remote teaching.
Targeted academic support	D	Only a small proportion of pupils (approx. 30%) engaged with the online learning materials provided for ICT during the summer term. This has resulted in some pupils working well below ARE.	Pupils make accelerated progress in ICT from their starting points at the beginning of the autumn term.
Wider Strategies	G	Online safety is a greater priority due to remote/blended teaching offers.	All pupils have increased awareness of how to keep themselves safe online.

Teaching priorities for current academic year

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	Staff require CPD to develop a greater understanding of Thinking School climate for learning	Staff are better informed and have greater clarity about how to support children with thinking skills. This is a focus of daily/ weekly teaching in the coming year.	EEF toolkit recommends that Thinking Skills has significant impact on progress through improved quality of teaching and learning. Focus on metacognition.	£4000 over a 2 year period	Determined from Thinking skills audit	Headteacher/Deputy Headteacher and identified Drive team from MMT/UPS/M6 staff.	Thinking Schools training purchased and Drive Team elected including Teachers and Support staff. Drive Team training 9 th February. Full school training session April 12 th and then follow up sessions through summer term.
B	Staff require CPD to develop a greater understanding of teaching ICT including remotely utilising new resources such as Purple Mash	Staff are better informed and have greater clarity about how to support children with ICT skills. This is a focus of daily/ weekly teaching in the coming year and of blended/remote teaching.	DFE guidelines re the importance of Online learning as part of Blended/Remote teaching offer	£1500 for 24 hours of bespoke training	Staff survey of skills 2019-2020	Alan Granton and new ICT technician	Staff completed training in Autumn on ICT and Purplemash rolled out. Pupil/student feedback to Purplemash very positive. Activity and engagement with Purplemash very positive. Parent views very strong re Purplemash.

Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
D	Only a small proportion of pupils (approx. 30%) engaged with the online learning materials provided for ICT during the summer term. This has resulted in some pupils working well below ARE.	Pupils make accelerated progress in ICT from their starting points at the beginning of the autumn term.	Education Endowment Fund Teaching and Learning Toolkit: Small Group Tuition (+4) Feedback (+8)	Up to £14,100.	Determined from assessments made at the start of the autumn term	Alan Granton	Greater number of laptops purchased. New ICT technician has worked with ICT CO-ordinator to train parents and problem solve any issues. Greater range of APPS purchased. Number of hard to reach pupils/students has reduced significantly as a result. Over 99 percent of pupils now engaged online.

Wider strategies i.e. Behaviour approaches, recommendations made in “Safe, Happy, Settled”.

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
G	Online safety is a greater priority due to remote/blended teaching offers.	All pupils have increased awareness of how to keep themselves safe online.	Education Endowment Fund Teaching and Learning Toolkit: Small Group Tuition (+4) Feedback (+8)	£2000	Determined from assessments made at the start of the autumn term	Alan Granton and DSLs	Range of online safety materials shared with pupils/students, staff and parents/carers. Internet Safety day plans robust and improvement in awareness of safety.

Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors involved:

Arlene Bell. Jill Bowe.

Plan reviewed Termly