

Catch-Up Premium Funding Strategy

1. Summary information					
School	Pilgrim Academy				
Academic Year	2020-21			Total Catch-Up budget	£20,960
Total number of pupils eligible for catch-up funding in Reception to Year 6 (at time of October 2020 census)	263	No. of pupils eligible for PP/FSM	75/83	Date for next internal review of this strategy	July 2021
		No. of vulnerable children, inc. LAC, CP, CIN and EH	22		
		No. of SEND children	33		

2. Barriers to Learning caused directly or exacerbated by the Covid crisis	
Concerns should reflect both in-school and externally identified barriers to learning	
A.	Baseline data completed in September 2020 shows starting points are significantly lower than would be expected across all year groups.
B.	For those children in exam year groups, baseline data indicates that SATs attainment and progress outcomes might be lower than would be expected, when measured against prior data.
C.	Children in Reception generally have lower starting points than the national average. Our current cohort, alongside children in Nursery lack the very basic social and emotional skills, enhancing the difficulty of delivering the basic Early Learning knowledge and skills.
D.	The bubble system, whilst presenting some advantages, has meant a change to our system of setting. Consequently, there is a far wider range of ability groups within English and Maths classes in Year 6, presenting challenges when trying to fully support all children. For example, one mixed Year 5/6 class has abilities ranging from lower Year 3 to Year 6 children working at greater depth.
E.	Fluctuating attendance for individuals or whole bubbles causes disruption to education and further widens gaps for individuals/classes.
F.	Staff absences, across all sectors, resulting in interruptions to the delivery of a consistent curriculum.
G.	A significant increase in the number of children/families needing emotional and mental health support, in relation to previously identified and new children/families.
H.	Difficulties in working as closely with some external agencies to deliver support e.g. Young Minds Matter who normally deliver workshops to parents.
I.	Inconsistency and/or lack of technology for some families to support with remote learning.
J.	Restrictions caused by Covid, preventing, to an extent, the delivery of aspects of the wider curriculum, particularly in relation to personal development and enrichment activities.
K.	The delivery of interventions, both academic and for SEMH, is more challenging due to staffing issues and the inability to cross bubbles (e.g. delivering an anger management intervention to 4 pupils from different bubbles).
L.	Lack of support from some parents, resulting in poor attendance and/or a lack of engagement with remote learning.
M.	Significant reduction in opportunities to engage parents in children's learning e.g. shared learning afternoons; assemblies; concerts; face to face meetings.

3. Planned expenditure (potential ideas and possibilities at this stage, to be discussed)

Academic year

2020 – 2021

The headings below enable schools to demonstrate how they are using the catch-up fund to address the identified barriers to learning, with a particular focus on addressing academic gaps created by the period of lockdown and the ongoing issues created by the Covid crisis.

Chosen action / approach	What is the evidence and rationale for this choice?	Desired outcome, including reference to any identified barriers to learning	Who will lead this and when will it be initially reviewed.	Identify any cost implications to be supported through the catch-up funding
<p>Investigate further resources to support the teaching of reading/writing to enhance learning and support children with accessing the whole curriculum.</p>	<ul style="list-style-type: none"> • Baseline data (September 2020) shows that children’s starting points are lower than they would be normally. • The lockdown period has led to a severe interruption and lack of direct teaching for the majority of pupils. • Preparing pupils in SATs year groups is more challenging as teachers have the same quantity of knowledge and skills to cover in a shorter time frame. • Usual reading challenge has been interrupted. • Latest lockdown has meant more time where children are not accessing their normal education, though remote learning is making it as normal as possible. 	<p>Support 2A; 2B; 2C; 2D</p> <ul style="list-style-type: none"> • Support children with their reading development, particularly those identified as being particularly behind. • Invest in a programme that helps identify gaps quickly, particularly for key year groups. • Create additional strategies to promote a love of reading to help engage/re-engage children with reading. • Investigate and purchase packages to support reading at home and well as in school. • Pupils in SATs year groups to achieve, at least, their expected outcomes, though this will now be based on teacher assessment, it is assumed. • Close the gaps as quickly as possible. 	<p>Andy Clark Kayleigh Plumtree Joanne Ireson</p> <p>July 2021</p>	<p>Reading Plus software package, a three-year investment to support reading over an extended period, with an emphasis on KS2: £7000 over a three-year period.</p> <p>Investment in class sets of books from Early Years to KS2: £3366.38. This also includes individual books for early Years and class packs of Oxford Reading Tree Word Sparks.</p> <p>Subscription to Bug Club package to support home reading, mainly across Early Years to lower KS2 over an extended period: £2308 for a two-year subscription.</p> <p>Subscription to Spelling Shed to support teaching</p>

				and interventions across the school over an extended period: £550 for a two-year subscription. Letterland Grammar Pack for Year 1: £79.99
Investigate further training and resources to support the teaching of mathematics to enhance knowledge and skills and close the gaps.	<ul style="list-style-type: none"> • Baseline data (September 2020) shows that children's starting points are lower than they would be normally. • The lockdown period has led to a severe interruption and lack of direct teaching for the majority of pupils. • Preparing pupils in SATs year groups is more challenging as teachers have the same quantity of knowledge and skills to cover in a shorter time frame. • We recently moved to using a new Maths package, White Rose Mathematics – whole staff external training was cancelled due to lockdown, which focused on bar modelling. • Additional resources, particularly practical resources will support general teaching and intervention work. 	<p>Support 2A; 2B; 2C; 2D</p> <ul style="list-style-type: none"> • Support children with their development of mathematics, particularly those identified as being particularly behind. • Invest in an additional training programme that supports staff with the delivery of teaching through bar modelling. • Pupils in SATs year groups to achieve, at least, their expected outcomes, which is likely to now be based on teacher assessment. • Select a member of staff dedicated to overseeing the delivery of bar modelling training. • Close the gaps as quickly as possible. 	<p>Andy Clark Rachel Backhouse</p> <p>July 2021</p>	<p>Bar Modelling training package: £298 for an annual subscription for teachers and TAs to support the delivery of the new system and support intervention work.</p> <p>Bar Modelling mini whiteboards: £309.50</p> <p>Place Value Sliders: £205.80</p> <p>Place Value Discs packs: £221.04</p> <p>Ten Frame Towers: £266.40</p> <p>Magnetic flip chart easel and paper to support with maths intervention work: £147.70</p> <p>Currently investigating investing in some Numicon training and resources.</p>
Investigate packages and resources to support	<ul style="list-style-type: none"> • Traditionally, children who join Pilgrim Academy have lower 	Support 2A; 2B; 2C	<p>Julia Somerscales Andy Clark</p>	NELI package and scheme has been subscribed to. This is a

<p>Early Years children, including the Nuffield Early Language Intervention Scheme to support the delivery of basics skills to identified Early Years children.</p>	<p>starting points than the national average.</p> <ul style="list-style-type: none"> For many pupils this year, their first experience of education started in September 2020, as many had not attended nurseries and if they had, not for a sustained period. As a consequence, starting points for many, are very low and many lack basic social and emotional skills to support their learning and early development. New resources will help stimulate children's interest and general wider skills. 	<ul style="list-style-type: none"> The new Tapestry programme will support teaching, assessment and identification of gaps. Apply to take part in the Nuffield Early Language Intervention Scheme. If successful, the programme has been used to support identified children. Where possible, additional staff have been used to support the Early Years team. Engage and stimulate children. Enhance general literacy and numeracy skills as well as wider general social skills. 	<p>July 2021</p>	<p>fully funded package so will not have any impact on the catch-up fund.</p> <p>A wide range of general resources to support teaching and interventions across all areas of the Early Years curriculum to support closing of gaps in literacy and numeracy but also areas such as technology: £816.39</p> <p>Investment in Phonics On-line, software package: £75</p>
<p>Identify further packages for delivering remote learning e.g. Microsoft Teams</p>	<ul style="list-style-type: none"> Frog inaccessible for families who mainly access using a phone. Frog does not provide facilities for teaching remotely 'live.' Teams provides far greater opportunities, enabling pupils to access packages such as Word and PowerPoint. 	<p>Support 2E; 2F; 2I</p> <ul style="list-style-type: none"> Allow teachers to deliver lessons from home, for example, if they are self-isolating. Provide pupils and families a wider range of programmes for them to access from home. Provide greater opportunities for pupils to access remote learning through a wider range of hardware. Ensure children who are not in school, can be taught as closely to normal, as possible. <p>Ensure children have opportunities for daily live interaction.</p>	<p>CEO Kev Blake Andy Clark Jordan Gibbon</p> <p>July 2021</p>	<p>Software package; cameras; microphones have been purchased separately but not taken from the catch-up fund.</p> <p>Potential investment in iPads being investigated to support home learning and learning in school - currently being considered: £1750 approximate cost.</p>
<p>Ensure daily intervention sessions are taking pace, where feasible within the bubble system to support</p>	<ul style="list-style-type: none"> Baseline data (September 2020) shows that children's starting points are lower than they would be normally. Gaps are significant for identified pupils and groups of pupils. 	<p>Support 2A; 2B; 2C; 2G</p> <ul style="list-style-type: none"> Full programme of interventions in place. Provision maps clearly identify barriers to learning for individuals. 	<p>Andy Clark Kayleigh Plumtree Carolyn France</p>	<p>No specific additional costs to be taken from the catch-up funding.</p>

<p>both academic and pastoral needs, with a particular emphasis on mental health care.</p>	<ul style="list-style-type: none"> • A programme of interventions is normally in place and support is even more necessary due to missed education. • SEMH needs are normally significant and are even more apparent since the September return. 	<ul style="list-style-type: none"> • Staff provided with data analysis to help assess gaps and area of focus. • Academic gaps narrow. • Children are supported with the SEMH needs. 	<p>July 2021</p>	
<p>Linked to the above, ensure, where possible, all external agencies are supporting identified individuals.</p>	<ul style="list-style-type: none"> • We already have a significant number of children with additional needs. • In some cases, these needs have increased. • More children are being identified. • External agencies are engaging, where possible. 	<p>Support 2G; 2H</p> <ul style="list-style-type: none"> • Existing mechanisms and protocols are used to ensure identified children continue to be fully supported. • Procedures are in place to identify any additional children with needs. • Technology is in place to allow staff and pupils access to external agencies via Microsoft Teams. • There is regular contact with specific groups such as Fortis and Children's Services. • New groups are identified to work with to support areas such as mental health, for example, COMPASS. 	<p>Kayleigh Plumtree Carolyn France</p> <p>July 2021</p>	<p>Additional time from Fortis to support children's mental health and ultimately, to support their education: Initial purchase of 1 additional hour per week at £55 per hour for 25 weeks - £1375.</p> <p>Training of a member of staff in Lego Therapy is also being investigated to help support identified individuals: £695 approximate costs.</p>
<p>Consider additional interventions, possibly to take place in after school sessions or during school time for identified pupils/groups.</p>	<ul style="list-style-type: none"> • As above. • Staffing restrictions due to Covid mean that the delivery of the necessary interventions throughout the day may not be possible. • Some pupils need greater support for both academic and emotional needs than can be offered during a normal school day. 	<p>Support 2A; 2B; 2C; 2G</p> <ul style="list-style-type: none"> • Full programme of interventions in place. • Provision maps clearly identify barriers to learning for individuals. • Staff provided with data analysis to help assess gaps and area of focus. • Academic gaps narrow. • Children are supported with the SEMH needs. 	<p>Andy Clark Kayleigh Plumtree Carolyn France</p> <p>February 2021.</p>	<p>This is currently being investigated. No funding has currently been allocated.</p>
<p>Attendance procedures continue to be followed to lessen the impact of</p>	<ul style="list-style-type: none"> • Pupils have missed a significant amount of education. • Individuals and groups continue to have their education disrupted through incidents of self-isolation. 	<p>Support 2E; 2L</p> <ul style="list-style-type: none"> • Attendance procedures are followed. • Additional support has been given to identified families. 	<p>Carolyn France</p> <p>July 2021</p>	<p>No specific additional costs to be taken from the catch-up funding.</p>

<p>Covid, as far as possible.</p>	<ul style="list-style-type: none"> • Some families are reluctant to send their pupils to school through fear. • Some families are not engaging with the school and are not sending their children to school, against government directives. • Gaps are widening significantly for some individuals. 	<ul style="list-style-type: none"> • Remote learning is in place for children who have to self-isolate. • The EWO still works closely with identified families. • Parents have been made aware of government guidelines. 		
<p>Ensure parents are engaged in their children's education to support their learning.</p>	<ul style="list-style-type: none"> • There are currently no opportunities for parents to come into school to take part in activities that would normally help engage them and encourage their children. For example: shared learning afternoons; celebration assemblies; SATs workshops; Phonics workshops. • This is an area we have worked extremely hard to promote. • For many pupils, this lack of support will have a detrimental impact on their education. 	<p>Support 2J; 2M; 2L</p> <ul style="list-style-type: none"> • Parents are contacted in October as an alternative to the normal parent consultation evening. • Communication is very regular with parents via letters to be published on the main website. • Parents of children who are not engaging in lessons (or remotely) are regularly contacted by teachers/SLT. • New Teams system will help engage parents as well as children. • Remote features such as assemblies and whole school competitions to happen. 	<p>Kayleigh Plumtree Carolyn France Julia Somerscales</p> <p>July 2021</p>	<p>No specific additional costs to be taken from the catch-up funding.</p>
<p>Organise and co-ordinate a programme of enrichment to support wider personal development and help promote a love of learning.</p>	<ul style="list-style-type: none"> • This was a key area for development last year which was very successful. • External competitions, including sport cannot take place. • External visitors cannot deliver workshops. • Interaction between large numbers is not possible due to bubbles. 	<p>Support 2J; 2M; 2L</p> <ul style="list-style-type: none"> • Star of the Week assemblies to happen via Teams. • After school clubs will have taken place within bubbles. • The wider curriculum has continued to promote a love of learning, through specific events such as Year 6 Romans Day. • The website is used to celebrate events and successes through the news sections. • Celebration promoted through new Twitter and Facebook pages. 	<p>Andy Clark Kayleigh Plumtree Carolyn France Julia Somerscales</p> <p>July 2021</p>	<p>No specific additional costs to be taken from the catch-up funding.</p>

		<ul style="list-style-type: none"> • Key events have been supported and participated in such as Children in Need; Anti-Bullying Week; UK Parliament week. • Parents have been regularly informed through the website and letters. • Gaps continue to narrow. 		
			Total Allocation of funds so far	£19,464.20 (please note, as stated, this is under constant review and will be updated on a regular basis as and when relevant).

Updated 29 January 2021

Andrew Clark

Principal

Pilgrim Academy