



## Catch-up Premium (CUP) Funding Plan

### Catch-up Premium (CUP) Funding Plan: Ramsgate Arts Primary School (RAPS)

Our vision statement *'Empower children through education: One Childhood One Chance'* 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)**

### 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 has been provided in 3 tranches across 2020-21; an initial part payment in autumn 2020, based on the latest available data on pupils followed by 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 had taken into account the initial part payment made in autumn 2020 so that schools received a total of **£46.67** per pupil. A further **£33.33** per pupil was paid in 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.



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### 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 27/04/2021](#))

### School Overview

Number of pupils in school: R- Y6 & Y3 – Y6	324/ 297
Proportion of disadvantaged (FSM)/ PP	FSM: 94 (33%) PP: 72 (25%)
Catch-up Premium allocation (No. of pupils x £80)	£ 23,760
Autumn 2020 / Spring 2021 Payment	Autumn: £5,940 Spring: £8,840 Summer: £9,900
Funding spent to date	£11,566.5
Publish Date	Originally Term 1 2020
Review Dates	January 2021 Spring term. July 2021. Summer Term October 2021 Autumn Term



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Trust / LAB Lead	Mr P Votta
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#### Context of the school and rationale for the strategy (With specific reference to the impact of COVID 19)

- Our proportion of disadvantaged pupils across the school is above national average at..... Our Pupil Premium: 32%, 100 pupils.
- Lockdown 1: The majority of children from Year R to Year 6 engaged with the online learning that the school provided but this dramatically reduced in Term 6.
- Upon re-opening on September 2<sup>nd</sup> 2020 we had a good response to children coming back to school. Attendance was stable across all year groups upon return Reception children were brought back on a staggered basis over 2 weeks to ease the transition process since visits were not possible during Summer 2020 due to Covid 19. Overall attendance for Week 1 was 95.8% (Excluding Reception who were not attending on first day of return ).
- Due to no parental demand our school was fully closed over the summer holiday period which meant that no school based or remote learning took place over the summer break. From a school management point of view this was crucial in terms of teacher workload and their mental health and emotional well-being. This allowed for teachers to come back to what will be a very stressful and tiring term in Autumn 2020 with renewed energy and professional focus.  
Lockdown 3: Remote learning provision strengthened during the third national lockdown. Microsoft Teams 365 provided our online learning platform. Engagement was much higher than 2020. Devices were allocated to all families requesting one. Vulnerable children were prioritised for places in school.  
Term 5 & 6 2021 once again reaffirming expectations & supporting reintegration to school.



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- As a staff we have discussed the need for the use of consistent beginning of year baselines within Reading, Writing and Mathematics. The staff have jointly agreed which baselines they are going to use so that we have standardisation and consistency across all year groups and cohorts which were carried out by the end of September 2020 / March 2021.
- Catch up Premium will be targeted to provide this support and intervention using the following funding amounts:  
**Overall 2020/2021: £23760 Autumn 2020: £5940 Spring 2021: £8840 Summer 2021:£ ( These amounts are based upon £80 per child with 297 children on roll)**
- **All children have come back in September 2021 ready to learn but with some year groups with significant gaps –Yr2 ,3, and 4 especially in writing. It is very apparent that this funding will not be enough for children to just catch up, the school will have to draw on it own funding revenues to support this sustained catch up drive for 2020-2021 at least.**

### Barriers to future attainment

		Barrier	Desired outcome
Teaching Priorities	A	Staff need to develop a greater understanding of children’s mental health needs in order to be able to help and support children who may have been affected adversely by closures and Covid 19..	Staff are better informed and have greater clarity about how to support children with mental health needs. This needs to be a focus of daily/ weekly teaching in the autumn term 2020 and continue into 2021-2022
	B	To focus upon strategies and support which develop greater resilience and self confidence in our children.	To have an overall increase in children’s resilience and self confidence by the end of summer term 2022.
	C	Range of gaps and differences in learning and attainment / progress as a result of different experiences of lockdown and school closure -	Pupils make accelerated progress in key areas from their starting points at the beginning of the summer term 2021.

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Targeted academic support	D	Some pupils may have had limited access to reading materials during the summer term and therefore, their reading ages may be lower than expected at the beginning of Autumn 2021.	Reading skills are much improved and accelerated progress in reading ages to be demonstrated on a term by term basis from Autumn 2021 to Summer 2022.
Wider Strategies	E	Some pupils may struggle to settle back into school and class routines and may have a limited concentration due to COVID 19 and lack of structured learning experiences since school closures in March 2020.	All pupils are able to focus on their learning during lessons and concentration levels show a marked improvement over 2020/2021/2022

#### Teaching priorities for current academic year i.e. Professional development and support .

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)

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A/B	Staff need to focus on settling the children back in to school – reintroducing and embedding school rules, routines and expectations through high quality lessons. Personal Development Weeks at the beginning of every term but themes developed through assemblies and circles times.	Routines established and behaviour good . Excellent learning takes place. Personal Development Weeks at the beginning of every term . 4 staff trained with YMHFA	Children’s recorded learning. Behaviour records. Staff placement to support most vulnerable cohorts. Staff resource to support children.	4 staff trained in YMHFA	September – Term 1 behaviour records	SLT	<p><b>Autumn</b> Behaviour across school generally good – Support still needed for certain Year Groups –Additional Circle times in Yr 1,3 and 4. <b>Spring –Lock down</b> <b>Summer-Some year groups – Yr1/Yr 2/Yr4 struggling to settle this time around.</b> <b>Autumn 2021-</b></p>
B	To focus upon strategies and support which develop effective social and play skills and resilience	To have an overall increase in children’s resilience and self-confidence by the end of summer term 2021.	Behaviour records	MDMS and Sports Coach support at lunchtime. Teaching Team to explicitly teach games in			<p><b>Autumn – Children need continued support for social skills - –Additional Circle times in Yr 1,3 and 4.</b> <b>Spring- Lock down-Additional adults deployed to support in KS1 at Lunch. In Child Initiated Team to explicitly support in plying games and problem solving</b> <b>Summer-Certain year groups still</b></p>

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				Child Initiated Time for Yr 1. Additional PE sessions in KS1 .			continue to struggle to settle Yr 1, 3 and 4 <b>Autumn-</b>
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### 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)
C	Range of gaps and differences in learning and attainment / progress as a result of different experiences of lockdown and school closure	Teaching staff focus on addressing gaps – No gaps and children at expected.	Pupil progress data across the year Children’s recorded learning	Term 1 and 2 (2021) Yr3 Additional Teacher – cost with on cost - £15,072 Term 3,4,5,and 6 (2022) Yr 2 Additional teacher – cost with on costs- £30,145 Yr 4 –Tutor –cost Term	Summer DATA	SLT	<b>Autumn</b> –Back on Track curriculum very much in place this is evident from Book reviews in English and Maths books . <b>Spring</b> –Lockdown- Back on Track curriculum to be reviewed with March data. <b>Summer-See data</b> – Children have lots of gaps need for sustained funding- difficult decisions for Term 1 re staffing <b>Autumn-</b>

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				1-4, £4,362.50			
D	Some pupils may have had limited access to reading materials during the summer term and therefore, their reading fluency and comprehension may be lower than expected	Reading skills are much improved and accelerated progress in reading ages to be demonstrated on a term by term basis from Autumn 2021 to Summer 2022.	Data pulls – summer/Autumn/Spring	Resources (books/RWI ) Term 1 2021-Build in additional reading responding to OFSTED guidance on reading. Ensure comprehen	Autumn data RWI assessment data	ML HC AM HRH ED	<p><b>Autumn – Comprehension a key Focus in Reading <a href="#">Back on Track Curriculum</a>- Sadly no data but through SLT Learning Works evidence .</b></p> <p><b>Spring - Lockdown- Back on Track curriculum to be reviewed with March data.</b></p> <p><b>Summer – data show despite improvements still year groups who are substantially lower than where they should be.</b></p> <p><b>Unofficial phonics screen YR1 -61%</b></p> <p><b>Autumn-</b></p>

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				<p>sion built into Reading Curriculum. RWI across KS1 so more directed targeted teaching. RWI lead freed up during RWI time .</p>			
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**Wider strategies** i.e. Behaviour approaches, mental health and social/ emotional support..

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e	<p>Some pupils may struggle to settle back into school and class routines and may have a limited concentration due to COVID 19 and lack of structured learning experiences since school closures in March 2020 (and subsequent periods of disruption through isolation). Attendance may also be an issue</p>	<p>All pupils are able to focus on their learning during lessons and concentration levels show a marked improvement over 2020/2021.</p>	<p>Attendance data Behaviour data  Wellbeing procedures throughout the school day</p>	<p>PWS Team attendance and support for vulnerable children  Dare to Differ Counselling support in place. Well Being Assistant – ELSA training EP training re-Children struggling with transition. 4 staff trained with YMHFA</p>	<p>Attendance for identified children  Behaviour records</p>	PWS Team	<p><b>Autumn</b>—Attendance an issue for some Key families due to Covid – Support given and work set home. <b>Spring</b>-Lockdown -All vulnerable families invited into school. Families struggling with transition back to school invited into school weeks before 8<sup>th</sup> March. <b>Summer</b>-More children struggling with emotions and in need of more specific Counselling. <b>Autumn</b>-</p>
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## Catch-up Premium (CUP) Funding Plan

### **Governance – monitoring the effectiveness of the Pupil Catch-Up Premium Strategy**

**Trustees / Governors involved:**

– Chair of LAB; – Trust Standards Leader; – Chair of FAR; – Head of School

**Committee meeting dates**

**Autumn: Termly LAB meetings (x6 year), FAR Meetings Terms 2,4,6, Feedback at Trust Board Meetings (x6)**

Minutes of meetings shared on Sharepoint



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### **Additional funding supporting provision**

At this moment in time we have not undertaken any baselines to ascertain the catch up needs of individual children or identified groups. Once this has been undertaken we will be in a better and more realistic position to analyse what funding we may need to draw upon in order to support these identified children, groups or cohorts.

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