



drb Ignite Trust
Catch Up Premium Strategy

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1. Background

The drb Ignite Trust has developed and insisted on the highest standards to ensure pupils, parents and staff have remained as safe as possible during the Covid-19 pandemic. We now need to ensure no child is left behind due to any learning lost learning as a legacy of the educational impact of the pandemic. Senior leaders across the Trust have agreed the most effective way to meet all the Trust’s pupils needs is to pool the Catch-Up Premium funding and agree and align the strategies we use in all nine of our schools to ensure all pupils benefit. Additional funding has been put aside by the Trust to ensure the Catch-up Premium Funding is not a limit to the support available to pupils.

The circumstances created by the Covid-19 pandemic are unique. The way funding is used will determine what difference it makes. As a Trust we believe an evidence-informed approach gives us the best chance of maximising its impact. Research conducted by the Education Endowment Fund (EEF) and other organisations around the world strongly suggests that compensating for the negative impact of school closures on the ‘gap’ will require a sustained response.

Every school in our Trust will have been affected by Covid-19 differently and our school leaders are best placed to understand the needs of their school communities. The right way to support pupils will differ between schools and must be informed by the professional judgement of all staff.

For many pupils, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that a single approach will be enough. It is also likely to be beneficial to consider how to align chosen approaches with Pupil Premium spending and broader school improvement priorities.

Great teaching is the most important lever that schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Almost all schools will have also made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school.



In order to support the pupils who have fallen furthest behind, structured interventions may need to be delivered on either a one to one basis or in small groups. A particular focus for these interventions is likely to be in English and Mathematics. 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, including regular sessions maintained over a sustained period that 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.

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 when pupils return to school in the new year.

Schools have also provided extensive pastoral support to pupils and families throughout the pandemic. The Catch-Up Premium funding will focus on providing regular support for parents, to remove barriers that inhibit pupil's attendance and engagement with learning.

2. Principles

The overarching aim of our Catch-Up Premium Strategy is to raise the achievement, ensure the wellbeing of all pupils and close the 'gap' created by Covid-19 pandemic school closures. The Catch-Up Premium Strategy will ensure:

- The safety and welfare of pupils, families and staff remains the Trust's paramount principle for all planning
- A Trust wide approach that supports a culture of collaboration that leads to improved outcomes for all pupils
- The Catch-Up Premium Strategy will be research led
- High-quality monitoring and evaluation of the impact on outcomes for all pupils will ensure the continuous improvement of the quality of teaching and will drive subsequent planning and targeted support
- The Trust and its schools will make decisions that meet the needs of local communities
- The Strategy we take to ensure pupil's catch-up effectively will inform sustained school improvement beyond the pandemic

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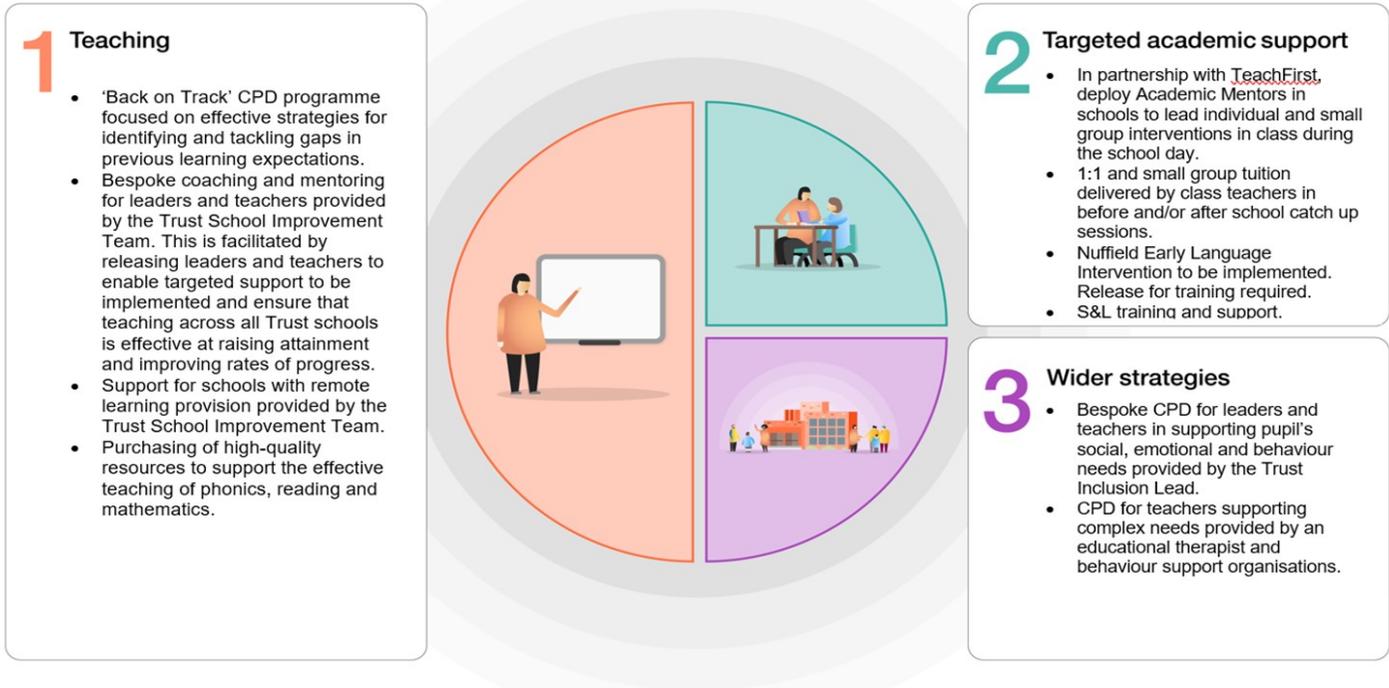
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3. Priorities

The Trust’s Catch-up Premium Funding priorities are to deliver effective ‘catch-up’ through quality CPD and support for Teaching, Targeted Academic Support and Wider Strategies. The approaches the Trust will implement to achieve these aims are:



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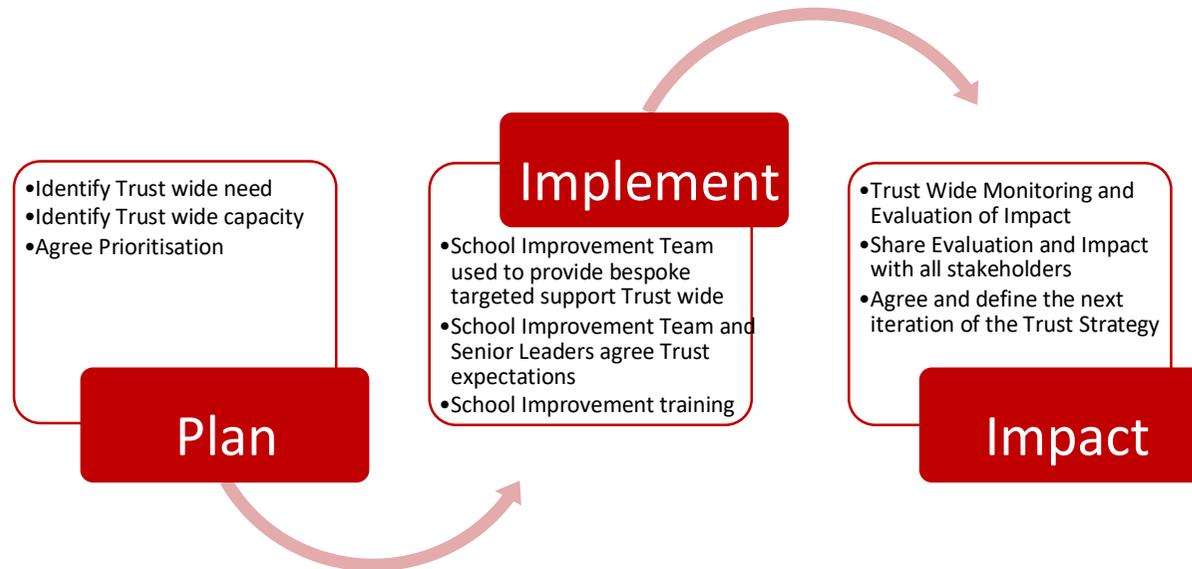
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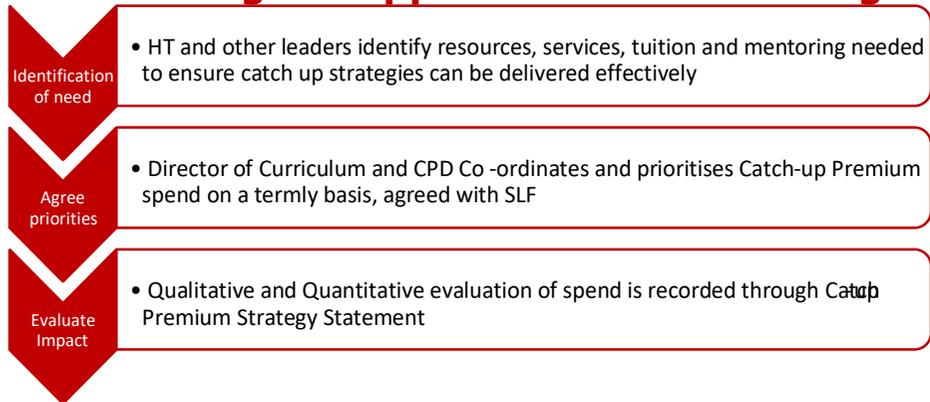
4. Improving the quality of teaching to ensure that all pupils experience 'Great Teaching' each and every day

The Trust Catch-Up School Improvement Team (see **Appendix '2'**) will develop expected standards for 'Great Teaching' to meet pupils needs with regards to learning lost due to the pandemic. The Catch-Up Premium school improvement need will be identified and prioritised, and a Catch-Up Premium plan will be developed (see **Appendix '1'**).



- Agree expectations for 'Great Teaching' that will ensure pupils catch-up with national expectations rapidly
- Agree and align the curriculum and curriculum subjects to target and address missed learning effectively
- Identify and agree the support for each teacher that is not yet meeting the Trust's expectations for 'Great Teaching' □ Coaching and Mentoring of teachers in their own schools or in other schools
- Ensure quality assurance of support provided
- Delivering continuous professional development: Trust wide, school specific and subject specific □ Agree and align the expectations for leadership within the Trust

5. Trust co-ordinated approach to purchasing of resources, services, tuition and mentoring to support effective teaching



A process has been agreed to ensure resources, services, tuition, and mentoring is allocated to ensure the needs of all schools are met. It is accepted that schools will be affected differently and the way the Trust responds will reflect this. There will also be commonalities in need, and the Trust will work collaboratively to ensure it provides the best response for all pupils.

Please see **Appendix '3'** for proposed timelines for coordinating and agreeing Catch-up Premium spend.

- Due to the current Covid-19 restrictions in place with regards to sharing resources to reduce the spread of the virus, additional resources will be required, for example reading books and concrete mathematics resources are needed to ensure all children can access high quality scaffolds
- Due to the increase in the proportion of children working below age expectations, additional resources will be needed to meet their educational needs to ensure they catch-up rapidly
- Academic mentors may be used to provide English and Mathematics interventions to address identified gaps in learning following missed learning
- Teachers may provide one to one support and / or small group tuition to address identified gaps in knowledge following missed learning
- Where needed, additional specialist staffing will be deployed to provide support to pupils such as speech and language therapy or behaviour support
- External agencies to work collaboratively with schools to provide advice and support to overcome children's barriers to learning

6. Monitoring and Evaluation of the Catch-up Premium

To ensure that the catch-up premium is having the greatest impact on the children's wellbeing and academic performance, there will be rigorous monitoring that involves the use of teacher assessments, standardised assessments and well-being reports. These assessments will be used by school leaders to identify next steps for pupils requiring further catch-up funding, as well as evaluating the impact of initiatives that have been undertaken. Where necessary, schools will make adjustments to the provision based on the evidence they have collected from monitoring activities.

drb Ignite Trust Catch-up Premium Strategy Statement

Trust Overview

Number of pupils in school:	210
Amount of catch-up premium received per pupil:	£80
Total Catch-Up Premium funding allocation:	£16,800
Publish date:	December 2020
Review date:	March 2021
Statement authorised by:	Dominic Davis
Catch-Up Premium Lead:	J. Harris, J Doherty
Trust Board Lead:	David Sheldon

Strategy Statement

Our catch-up premium priorities are: to ensure that all pupils are taught by an effective teacher, that gaps in learning (in reading, writing, language and mathematics) are rapidly closed and that pupils with emerging needs as a result of Covid-19 are supported effectively.

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The approaches the Trust will implement to achieve these aims are: high-quality professional development for leaders and teachers, the purchasing of resources to support effective teaching, interventions and tuition to address gaps in learning and additional support for children and staff for emerging behavioural and mental health needs.

The overarching aim of our Catch-Up Strategy is to raise the attainment of all pupils to close the gap created by Covid-19 school closures.

Barriers to Learning

Barriers to Future Attainment	
Academic Barriers:	
A.	Initial assessments indicate that lost learning has resulted in lower attainment in reading, writing and mathematics.
B.	Children in Nursery and Reception classes have lower attainment on entry in language than in previous years.
C.	Children in Y1 and Y2 classes have lower attainment in phonics than in previous years.
D.	Some teachers have additional professional development needs to secure effective teaching as a result of curriculum and pedagogical changes required as a result of Covid-19 school closures.

Additional Barriers	
External Barriers:	
D.	Some families require additional support with remote learning.
E.	Some children have developed emerging behavioural or mental health needs as a result of school closures.
F.	Additional barriers to be identified.

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