



Darlinghurst

ACADEMY

COVID 19 Universal Catch up Premium Policy 2020_21

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Catch up Funding 2020/21 COVID 19

Policy Statement

The government has provided additional catch up funding so that we can support children to catch up after experiencing unprecedented disruption to their education as a result of coronavirus (COVID-19). The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

The catch up premium for 2020-21 academic year has been allocated to ensure that schools have the support they need to help all pupils make up for lost teaching time, working with pupils who have been most affected, particularly those from the most vulnerable and disadvantaged backgrounds. Knowing that it is likely that disadvantaged and vulnerable groups will be the hardest hit, is why alongside the catch up premium, the national tutoring programme will provide additional, targeted support.

We know that we have the professional knowledge and expertise in the education system to ensure that our children recover and get back on track. Returning to normal educational routines as quickly as possible is part of our critical response to our recovery plan.

Our approach includes consideration of spending this funding in line with catch-up priorities, and ensuring appropriate transparency for parents. All planned expenditure links back to whole school academy priorities which are as follows:

Academy priority 1

Provide rapid response to the needs of all children (particularly those who are disadvantaged) in order to diminish gaps in learning due to the impact of Covid-19.

Academy priority 2

Ensure that after the impact of Covid-19 the curriculum provision and progression (*across foundation subjects in KS1/2 and all areas learning within EYFS*) is accurately assessed to secure knowledge and skills at each stage of learning.

Academy Overview

Total Number of children:	594	Amount of catch-up premium received per child:	£80.00 per child	Total catch-up premium budget: £80.00 x 594 = £47,520
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Rationale for Strategy

During the COVID-19 lockdown, Darlinghurst provided daily tasks for all children closely linked to curriculum content. This included daily core learning and activities across the wider curriculum. In addition, children also had access to web-based resources including: Times Table Rockstars, Sir-Link-A lot, Bug Club and Accelerated Reader.

Provision was delivered to children through DB Primary (and Tapestry for EYFS) and work was uploaded and shared with through the email and blog platforms. This allowed for feedback as well as ensuring children remained engaged and inspired. Rewards were also given for motivation. As well as this resource, alternative learning was shared through Instagram, supporting creativity and community events. The website contained additional information and links to learning. Work packs were supplied to those who required alternatives to on-line provision. This package of support was tracked and monitored to ensure that children remained engaged and focussed throughout the lockdown period.

The academy response to partial opening meant that a high proportion of children from Nursery, Reception, Year One and Year Six joined the attending key worker and vulnerable children. In addition to this, a pastoral bubble was opened to support identified children ahead of full reopening. All children had the opportunity to attend transition sessions to support re-integration. This period ensured an effective transition back to the academy, developing an understanding of new procedures put in place for safety and wellbeing.

During the summer break, online provision was maintained allowing children to sustain thinking and learning. In addition, a targeted two week summer catch up programme supported academic need, alongside a focus on physical and mental health, delivered by Darlinghurst teaching staff.

Following the full return of all children to Darlinghurst Academy in September 2020, the initial focus was primarily on pastoral support; establishing routines, habits and expectations, whilst ensuring that the wellbeing and mental health needs of children and staff were met and

effective. With reading remaining paramount to our provision, immediate phonic assessments were carried out to gauge children's current position, establishing groupings from the outset. By the end of Autumn 1 phonic assessments were completed to measure the progress and impact of teaching and 1:1 phonic intervention as part of our catch up provision. Year 6 assessments were carried out in week 7, with the rest of the academy carrying out formative assessment in core subjects and against Foundation stage milestones. From this data, next steps and planned interventions are identified, alongside any barriers for learning that have arisen.

During the Spring term (national lockdown) the academy continued to provide a full curriculum through daily on line live lessons x3/ x4 hours for Reading, Writing, Mathematics. Additional independent/live lessons are planned for each week to include Foundation subjects (History, Geography, Science and including PSHSE, SMSC, British Values). Daily registers are taken for live sessions and class teachers make contact with each child once a week. In addition, the pastoral team contact vulnerable children and those with an EHCP. Pupil Premium children are a high focus in live sessions, monitoring participation and ensuring each PP family has access to on line learning through loans of devices and IT support. Children who did not engage in online learning at the beginning of the term were contacted by the pastoral team so that barriers to learning could be identified and support put in place to overcome these barriers. Attendance to live sessions and blended learning has increased over the course of the lock down period indicating impact from these interventions. Children identified during Autumn Term pupil progress meetings has continued to receive interventions to support their engagement and progress during remote learning, for example: live lessons are 1 hour long with extended time given to pre and post teaching interventions to targeted children, adaptations to the teaching of maths in class bubbles was undertaken – establishing virtual number groups to support WTS/SEND children. In addition, small group intervention i.e. arithmetic sessions have taken place. All children in the lower phonics groups receive virtual 1:1 daily phonics. Children of Critical Workers have been invited to attend the academy during this time and have receive the same provision as those at home. Identified PP children at school, have been supported with 1:1 phonics, maths, writing and reading. Phonics provision has continued during this period of lockdown and every child from Reception to Year 6 who has been identified as needing phonics support has received it. Devices have been provided to children in receipt of pupil premium so that they can access live sessions and LSAs have been given devices so that they can deliver these crucial sessions daily to all our children, including those in receipt of PPG and catch up funding. Professional development has been provided to all staff so that they can fully utilise MS TEAMS and other online resources to deliver effective sessions. SLT have monitored provision including virtual lesson visits, ensuring Quality First Provision for all.

The purpose of this policy is to outline how funding received from the Government has been and will continue to be spent to ensure gaps are eradicated and ambitious targets are met.

The overall aim is to ensure full recovery and progress for all children so they possess the emotional resilience and character to succeed proving to be; successful learners, prepared for change, active citizens, confident individuals and effective contributors. This will be achieved through a relentless focus on addressing gaps, ambitious standards and raising the attainment of all children paired with dedication to their emotional, health and wellbeing.

Roles and responsibility and Accountability

As with all government funding, Darlington Academy must be able to account for how this money is being used to achieve our central goal of getting back on track and teaching a normal curriculum as quickly as possible. This policy is in place to ensure funding is allocated and spent appropriately with accountability of educational performance, including scrutiny by governors and trustees. Academy leaders with responsibility for the plan works with key stakeholders and line managers. The Principal and Vice Principal are accountable through direct line management and to the governing Body, with regular reports and updates to the governing body meetings.

Use of funds

The academy will be using this funding to support our children to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectation for the next academic year. The funding will also be used to ensure all children and staff have full access to on line resources and devices to ensure continuation of curriculum provision – ensuring that where possible, a full curriculum is provided to all children. (See also EEF – School Planning Guide 2020-21)

The academy reviews and evaluates the impact of expenditure for provision at termly intervals throughout the academic year, measuring progress against internal assessments and criteria. Where available, external assessment data is used to evaluate progress.

Autumn data indicates that all year groups are on track and have managed to close the gap from March 2020 data to December 2020. With continued on line QFT, the academy is confident that standards will be maintained and that outcomes at the end of this academic year will be in line with national expectations.			
Challenge/Barrier	School Priority Link	Action	Success Criteria
Teaching and whole-school strategies Overcome barriers to learning that have been created by the lockdown period of COVID-19	1 and 2	Create a high quality Recovery Curriculum that is broad and ambitious to support return to learning, settling, routines and revision of key areas needed for transition and their new academic year. Pupil assessment and Feedback and transition support	Adjusted curriculum to meet the needs of children. QFT ensures teaching to gaps and constantly reviews impact. Broad and ambitious Cover most important content missed. Prioritising progression Close gaps in core subjects and wider curriculum. (EYFS – prime areas, language gaps, early reading, mathematics and phonics) Assess pupils starting points, using formative assessment, and use this to inform curriculum planning. Plan emotional and behaviour support of children through mentorship provided by teaching staff and pastoral team.
Remote Learning due to possible closures	1 and 2	Plan, prepare and deliver blended learning provision for all children that is high-quality and safe, aligned with in-school provision.	Integrate remote education in line with school curriculum planning. Plan for blended learning opportunities to support tiered approach. Plan for blended learning to ensure children can master the curriculum and make good progress. Plan how the curriculum provision will look like by Summer 2021 – a normal curriculum. Include RHE to be taught by summer 2021.

Providing targeted intervention to close gaps for individual children, groups across core subjects including reading and phonics. (Off track)	1	One to one small group tuition	<p>Additional capacity to key groups through leadership and staffing</p> <p>Identify children needing 1:1 tuition in phonics and deliver QFT by trained adults.</p> <p>Grouping and setting arrangements, tailoring learning to need.</p> <p>Targeted clubs – academic, creative and physical</p>
	1	Intervention programmes	<p>Plan and deliver structured 1:1 and small group interventions through personalised provision and small group targeted interventions.</p> <p>Year group interventions</p> <p>Focus off track children- identified need:</p> <p>(PP)low engagers/off track needs to have 1:1 short sessions with SLT(x2 or 3 children) (remote learning)</p> <p>Health and wellbeing to have 1:1 short sessions with Specialists (x2 or 3)</p> <p>Monitoring of interventions and tuition in assessment and pupil progress meetings.</p> <p>Provision mapping of interventions to evaluate cost and impact.</p>
Wider Strategies	1	Supporting parents and carers	<p>Supporting parents through lockdown, phased return and full reopening with attendance, remote learning and transition back to school.</p> <p>Pastoral support throughout lockdown, partial re-opening and transition during full re-opening.</p>

			<p>Pastoral and Attendance teams to support families and children with engagement during lockdown, partial re-opening and full re-opening.</p> <p>Provide work packs for those families unable to engage with remote learning.</p>
	1	Summer support	<p>Supporting families through summer holidays with Catch Up club, closing gaps in learning and fitness as well as aiding transition to new year, in particular disadvantaged children.</p> <p>Provision of DB Primary access throughout the holidays to engage with targeted curriculum content – aiding preparation for next academic year.</p> <p>Continue reading provision over the holidays to promote love of reading.</p>
	1	Access to technology	<p>Direct access to devices – online learning and resources in school to support learning in KS2 (x30 Learn Pads) increase number of devices for Y5 (next year's Y6) (100 chn approx.)</p> <p>Application of technical devices for vulnerable children and disadvantaged children to ensure all disadvantaged children can have access to blended learning should this be needed.</p> <p>All disadvantaged children have access to devices or are in school and accessing a full curriculum.</p> <p>Pastoral team are working closely with families who are finding blended learning a challenge – personal circumstances impacting on access and engagement for each child. The team know who these families are, what their barriers are and providing support where possible i.e. devices, invitation to learn on site, work packs, 1:1</p>

			sessions bespoke to individual need, home visits, referrals to external support services.
	1	External support	<p>External provision i.e. counselling, to ensure gaps close – behavioural, emotional, SEN.</p> <p>Consider National Tutoring Programme/tutoring to provide additional, targeted support for those who need it the most.</p> <p>Extended school and holiday provision for targeted families.</p>