

drb Ignite Trust Catch Up Premium Strategy 2021/2022

‘All pupils achieve the highest standard of educational outcomes regardless of circumstance or background’.

drb Ignite MAT 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 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 and agree and align the strategies we use in all 9 of our schools to ensure all pupils benefit. Additional funding has been put aside by the Trust to ensure the Catch-up 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 impact. Research conducted by the EEF and others 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 broad and 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.



Outstanding
pupil experience

Excellence
in education

Impactful
teaching

Effective
partnerships

Great teaching is the most important lever 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 also have 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 pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on 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 as pupils return to school.

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

Principles

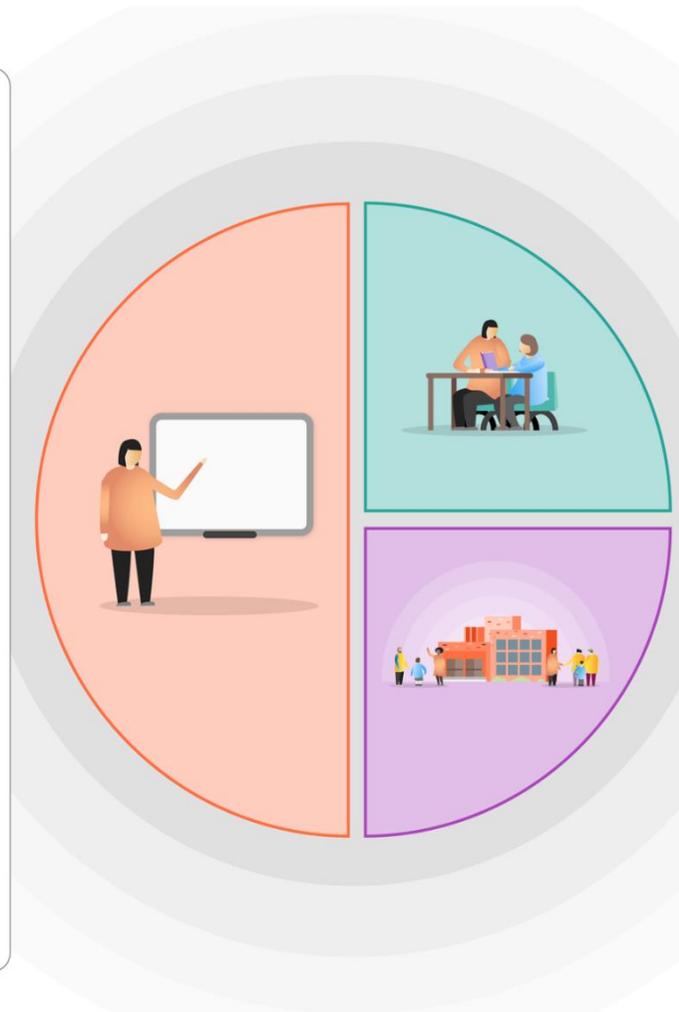
The overarching aim of our catch-up strategy is to raise the achievement and ensure the wellbeing of all pupils to close the gap created by Covid-19 school closures.

- 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 will be research led
- High quality Monitoring and Evaluation of the impact on outcomes for 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 decisions and actions we take to ensure pupil's catch up effectively will inform sustained school improvement beyond the pandemic

Our catch-up premium priorities are to deliver effective Catch-up through Teaching, Targeted Academic Support and Wider Strategies. The approaches we will implement to achieve these aims are:

1 Teaching

- Professional development programmes focused on effective strategies for identifying and tackling gaps in previous learning expectations.
- Bespoke coaching and mentoring for leaders and teachers provided by School Improvement Team, facilitated by releasing leaders and teachers to enable targeted support to be implemented to ensure that provision is effective at raising attainment and improving rates of progress. This will include a focus on the Trust's 'Great Teaching' framework and fully establishing the agreed principles of effective feedback.
- Continued support for schools with remote learning provision provided where required.
- Purchasing of high-quality resources to support the effective teaching of phonics, reading and mathematics.



2 Targeted academic support

- Deploy 'Academic Mentors' in schools to lead individual and small group interventions in class during the school day.
- 1:1 and small group tuition delivered by class teachers in before and/or after school catch up sessions.
- Nuffield Early Language Intervention to be implemented. Release for training required.
- S&L training and support.

3 Wider strategies

- Bespoke professional development for leaders and teachers in supporting pupil's social, emotional and behaviour needs provided by the Trust Inclusion Lead.
- Professional development for teachers supporting complex needs provided by an educational therapist and behaviour support organisations.



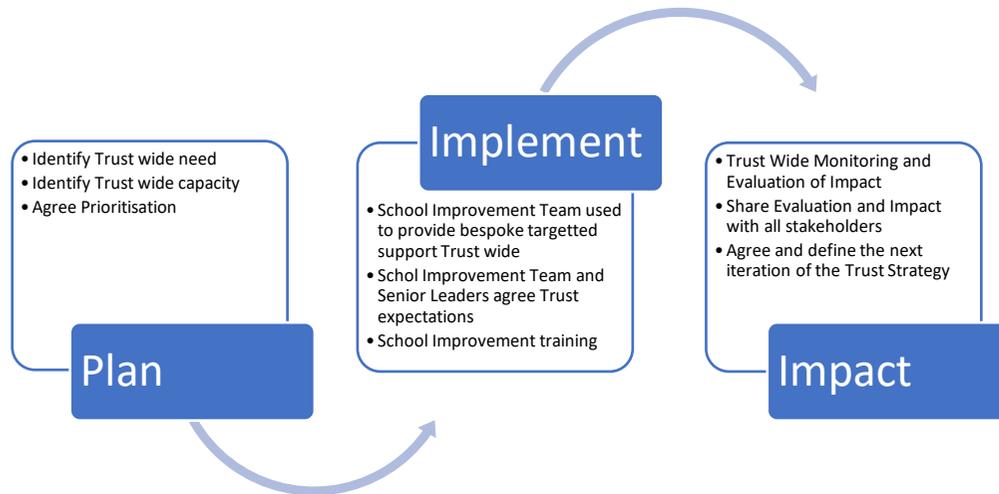
Outstanding
pupil experience

Excellence
in education

Impactful
teaching

Effective
partnerships

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



Members of the School Improvement Team will hold discussions with school leaders in all schools and identify the need and capacity in all schools. From this the need for school improvement will be prioritised and a Catch-up Premium plan will be developed. The School Improvement Team will then provide the support needed which will include:

- Establish the expectations for 'Great Teaching' that will ensure pupils catch up with national expectations rapidly
- Identifying and agreeing the support for each teacher that is not yet meeting the Trust expectations for 'Great Teaching'
- Coaching and mentoring of teachers in their own schools or in other schools
- Quality assurance of support provided
- Delivering professional development; Trust wide, school specific and subject specific.
- Agree and align the expectations for great leadership within the Trust
- Agree and align curriculum and curriculum subjects to target and address missed learning effectively

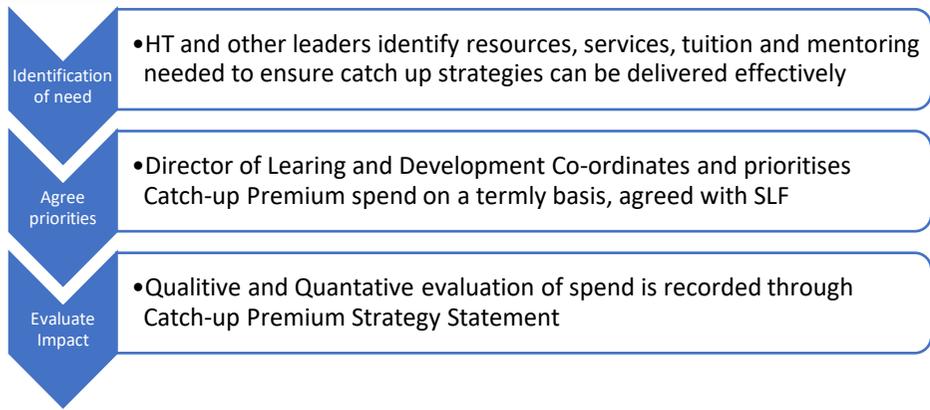
A Trust co-ordinated approach to purchasing of resources, services, tuition and mentoring to support effective teaching

Outstanding
pupil experience

Excellence
in education

Impactful
teaching

Effective
partnerships



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

Please see Appendix 3 for proposed timelines for co-ordinating and agreeing Catch-up Premium spend.

- Due to possible ongoing restrictions in sharing resources to reduce the spread of the Covid 19 virus, additional resources, for example reading books or 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 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 learning 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.

Appendix 1 Exemplar Catch-up Premium Strategy Statement Template:

DRB Multi Academy Trust
Catch-up Premium Strategy Statement
INSERT SCHOOL NAME AND BADGE

School Overview

| | |
|--|------------|
| Number of pupils in school | |
| Amount of catch-up premium received per pupil | £80 |
| Total catch-up premium allocation | |
| Publish date | |
| Review date | |
| Statement authorised by | |
| Catch-up premium lead | |
| Trustees lead | |

Strategy Statement

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

The approaches we 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

Outstanding
pupil experience

Excellence
in education

Impactful
teaching

Effective
partnerships

| 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 | ??? |

Planned Expenditure

| Teaching Action | Intended Outcome | Rationale | How will this be implemented? | Staff lead | Impact |
|--|---|---|---|-------------------|---------------|
| Training for staff on identifying gaps in learning and implementing strategies to close these rapidly. | Teachers have strategies to implement to rapidly close gaps in learning identified through assessments. Assessments show that children are making progress as gaps are closed. | Great teaching is the most effective lever schools have to improve outcomes for children. Providing pupils with high-quality feedback, building on accurate assessment, will secure improved progress. (Feedback - EEF +8 months) | Back on Track training provided by Click4Learning Leaders monitor the impact of training through book looks, pupil voice and learning walks. Additional support provided by Trust School Improvement Practitioners. Agency teachers to release these staff to support others. | | |
| Coaching and mentoring to ensure effective teaching is in place for all children. | Effective teaching ensures that gaps in learning are being | Great teaching is the most effective lever schools | Subject leaders are supported by | | |

Outstanding
pupil experience

Excellence
in education

Impactful
teaching

Effective
partnerships

| | | | | | |
|--|---|---|--|--|--|
| | <p>addressed daily through ongoing provision.</p> <p>Assessments show that children are making progress as gaps are closed.</p> | <p>have to improve outcomes for children.</p> <p>Early career teachers will benefit from additional support and mentoring following reduced training during school closures.</p> <p>Significant adjustments are required in curriculum and pedagogical approaches.</p> <p>Metacognition (EEF +7 months)</p> <p>Collaborative learning (EEF +5 months)</p> | <p>Trust School Improvement Practitioners to adapt curriculum plans and train staff on implementation of key strategies to close gaps in learning.</p> <p>Agency staff will be used to release expert practitioners and leaders to support with training.</p> | | |
| <p>Purchase of high-quality resources to support effective teaching of phonics/reading/mathematics</p> | <p>Children have access to materials and scaffolds to support their learning.</p> | <p>Phonics (EEF +4 months)</p> <p>Reading comprehension strategies (EEF +6 months)</p> | <p>Use the matched-funding offer from English Hubs to purchase phonics and reading materials.</p> <p>Concrete resources for mathematics will be purchased.</p> <p>Agency staff will be used to release expert practitioners and leaders to support with training in using these materials and scaffolds.</p> | | |
| Total budgeted cost: | | | | | |

| Targeted Academic Support | | | | | |
|--|--|--|---|------------|--------|
| Action | Intended Outcome | Rationale | How will this be implemented? | Staff lead | Impact |
| Small group interventions targeted at specific needs | Identified gaps in learning (in reading, writing, language and | Programmes have the greatest impact where they meet a specific need. | Academic mentors employed via TeachFirst will lead interventions. | | |

Outstanding
pupil experience

Excellence
in education

Impactful
teaching

Effective
partnerships

| | | | | | |
|---|---|---|--|--|--|
| identified in ongoing assessments. | <p>mathematics) are rapidly closed.</p> <p>Assessments show that children are making progress as gaps are closed.</p> | <p>Effective intervention follows assessment and are used to ensure that support is well-targeted to monitor pupil progress.</p> <p>Small group tuition (EEF +4 months)</p> | <p>Agency staff release teachers to work with smaller groups of pupils.</p> <p>Ongoing assessments will inform interventions and track impact.</p> | | |
| 1:1/small group tuition delivered by teachers. | | <p>Extensive evidence supports the impact of high-quality 1:1 and small group tuition as a catch-up strategy.</p> <p>Tuition delivered by qualified teachers is likely to have the highest impact. (EEF +5 months)</p> <p>Small group tuition (EEF +4 months)</p> | <p>Class teachers will deliver tuition sessions before or after school.</p> <p>Ongoing assessments will inform interventions and track impact.</p> | | |
| Address low levels of language acquisition in early years | | <p>Programmes have the greatest impact where they meet a specific need.</p> <p>Early Years interventions (EEF +5 months)</p> <p>Oral language interventions (EEF +5 months)</p> | <p>Implement Nuffield Early Language Intervention.</p> <p>Release teachers to be trained to deliver this programme.</p> | | |
| Total budgeted cost: | | | | | |

| Wider Strategies | | | | | |
|---|--|---|--|------------|--------|
| Action | Intended Outcome | Rationale | How will this be implemented? | Staff lead | Impact |
| Training for teachers to support children with emerging needs as a result of Covid-19 | <p>Effective additional support for children and staff for emerging behavioural and mental health needs is in place.</p> <p>Improved attendance.</p> | <p>Behaviour interventions (EEF +3 months)</p> <p>Social and emotional learning (EEF +4 months)</p> | <p>Beacon provides expert mentoring support for teachers/pastoral leads.</p> <p>Educational therapist provides expert mentoring support for teachers/pastoral leads.</p> | | |

Outstanding
pupil experience

Excellence
in education

Impactful
teaching

Effective
partnerships

| | | | | | |
|-----------------------------|---|--|--|--|--|
| | Reduction in incidents of poor behaviour. | | | | |
| Total budgeted cost: | | | | | |

Appendix 2

School Improvement Team

| School Improvement Team | | |
|-------------------------|---|---|
| Headteachers | School Improvement Leads | Identified Teaching and Learning Leads |
| Sophie Blick | Jess Sampson | Manju Chadda - The Oval |
| Justin Gray | Anna Williams | Lee Davis - PJ |
| Joanne Harris | | Lorraine Davis - Wychall |
| Gerrard Rothwell | | Amy Flavell - Wychall |
| Dawn Williams | | Amy Humpherries - Hob Green |
| Lucy Williams | School Improvement Practitioners | Claire Mason - The Oval |
| Hilary Wheldon | Andrew Barratt - The Oval | Carey Nicol - Audley |
| | Rebecca Callaghan - Audley | Catherine O'Donoghue - PI |
| Central Team | Lucy McGeary - The Oval | Lucy O'Grady - The Oval |
| Ed Masterson | Katy Moore - The Oval | Dave Pardoe - Beechwood |
| James Hill | Ian Parker - Bromley | Natalie Richardson - Jervoise |
| Greg Snowdon | Sophie Stefans - The Oval | Gabbi Jones - Wychall |
| | | Rachel Burman - Audley |

Appendix 3

Timetable for identification and agreement of resources, services, tuition and mentoring to support effective teaching

| | Autumn Term | Spring Term | Summer Term |
|--|-------------------------|-----------------------|-----------------|
| Identification of Need | 19 to 23 September 2021 | 16 to 20 January 2022 | 2 to 6 May 2022 |
| Agree and prioritise support | 28 September 2021 | 25 January 2022 | 11 May 2022 |
| Any need identified outside of these dates will be agreed with the Director of Learning and Development. | | | |