



drb Ignite Trust  
Catch Up Premium Strategy

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**Outstanding**  
pupil experience

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**Excellence**  
in education

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**Impactful**  
teaching

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**Effective**  
partnerships

## 1. Background

The drb Ignite Trust has developed and insisted on the highest precautionary measures to ensure pupils, parents and staff have remained as safe as possible during the Covid-19 pandemic. We also 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 that the most effective way to meet the needs of all pupils is to pool the government *Catch-Up Premium* funding and align strategies to ensure pupils in every Trust school 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 educational impact and circumstances created by the Covid-19 pandemic are unique. The creative way additional funding is used will determine what difference it makes to pupil outcomes. As a Trust we believe an evidence-informed approach will provide 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 and coherent response.

Each school in the Trust has been affected differently by Covid-19 and individual school leaders are best placed to understand the immediate needs of their school communities. The right way to support pupils will differ between schools and will 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 best to align chosen approaches with *Pupil Premium* funding spend and broader school improvement priorities.

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



In order to support the pupils identified as having fallen furthest behind, structured interventions will 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 will have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading and will include regular sessions maintained over a sustained period that are carefully timetabled to enable consistent delivery.

Interventions may also 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 an important and significant role in supporting children to learn at home and it will be essential that schools and families continue to work together and build on this when pupils return.

Schools have provided extensive pastoral support to pupils and families throughout the course of the pandemic. The *Catch-Up Premium* funding will also focus on the provision of regular support for parents that will help to remove specific barriers that may inhibit pupil attendance and engagement with learning.

## 2. Aim and principles

The overarching aim of the Trust's **Catch-Up Premium Strategy** is to:

*raise pupil achievement, ensure pupil wellbeing and close the gap created by Covid-19 pandemic school closures.*

The Catch-Up Premium Strategy priorities are underpinned by the following principles which will ensure:

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

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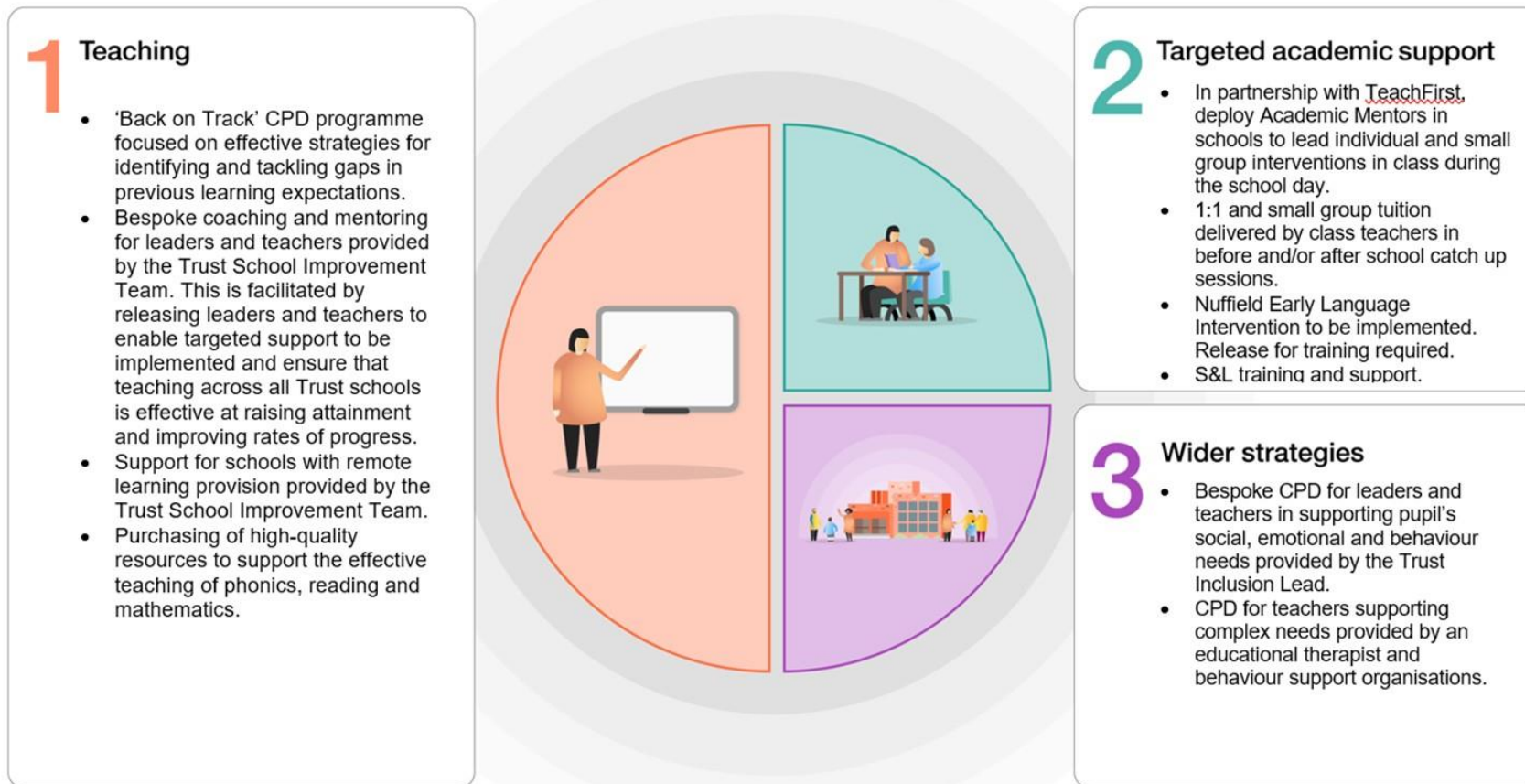
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### 3. Three core priorities

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 intervention strategies. These priorities are summarised as follows:



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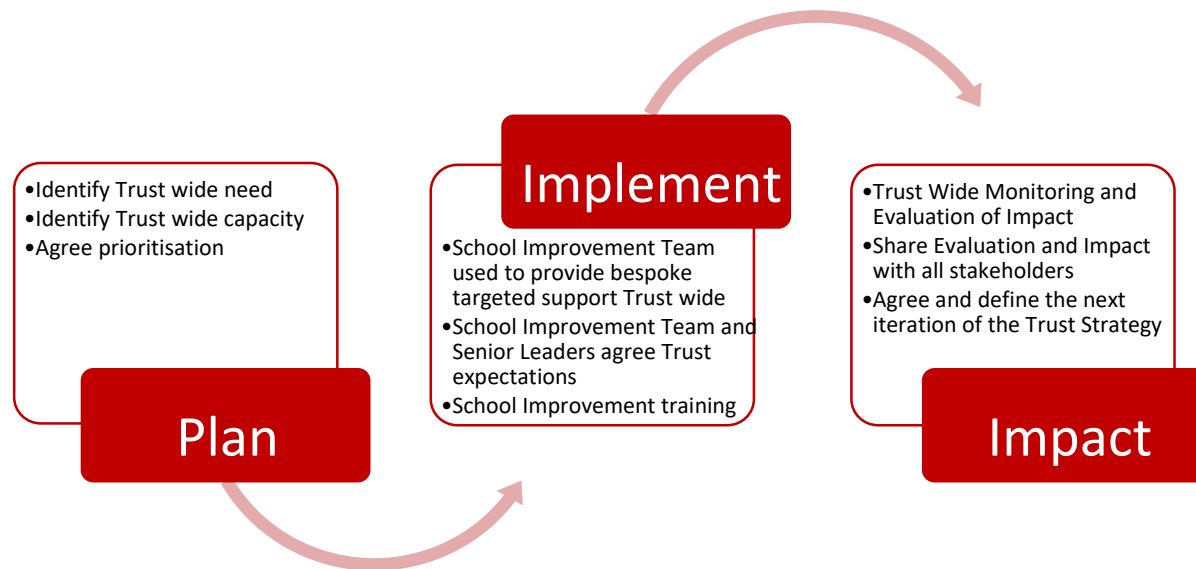
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## 4. Improving the quality of teaching to ensure that all pupils experience consistently *great teaching*

The Trust’s *Catch-Up School Improvement Team* will develop expected standards for **great teaching** that consistently meet the needs of pupils with regard to learning lost due to the pandemic. The Catch-Up Premium school improvement priorities will be consistently monitored and evaluated to ensure impact and the plan adapted accordingly.



### Great teaching principles

- Agree Trust wide 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 any teacher not yet meeting the Trust’s expectations for *great teaching*.

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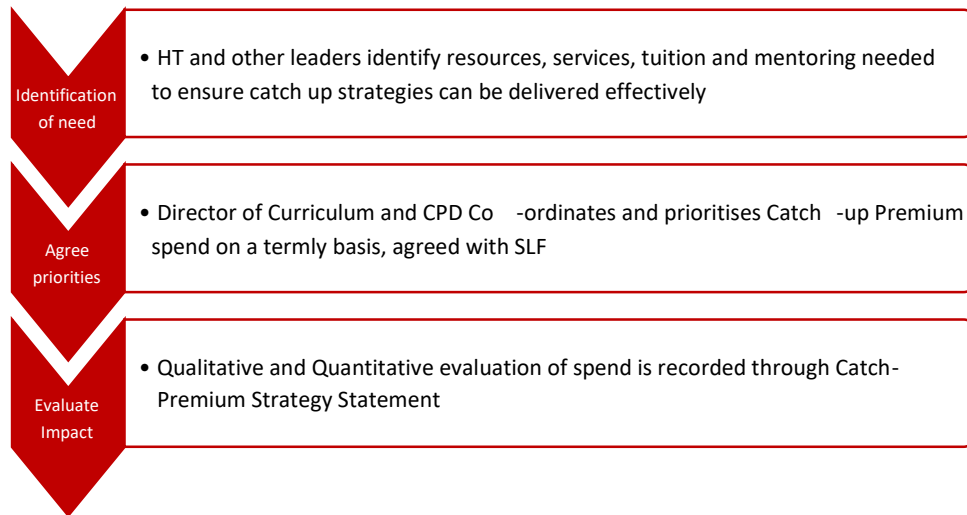
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- Provide targeted coaching and mentoring support to teachers in their own schools or in other schools.
- Ensure effective quality assurance of support provided.
- Plan and deliver continuous professional development Trust wide, school specific and subject specific
- Agree and align leadership expectations and accountabilities across the Trust

## 5. Co-ordinated approach to purchasing of resources, services, tuition and mentoring to support *great teaching*



An internal process has been agreed to ensure resources, services, tuition, and mentoring are allocated fairly to meet the needs of all schools. Schools have been affected differently and the way the Trust responds will reflect this. There are also commonalities in need. Staff will work collaboratively to ensure the Trust provides the best response for all pupils.

Timelines have been established for coordinating and agreeing Catch-up Premium spend.

- The current Covid-19 safety restrictions with regard to the sharing of resources means that additional resources are required e.g. reading books and concrete mathematics equipment have been identified to ensure all pupils can access high quality scaffolds.
- Due to the increase in the identified proportion of pupils working below age expectations, additional resources will be needed to specifically meet their educational needs and ensure they catch-up rapidly.
- Academic mentors may be used to provide interventions in English and Mathematics that address identified gaps in learning.

- Teachers will 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 i.e. speech and language therapy or behaviour support.
- External agencies will work collaboratively with the Trust and its schools to provide advice and support to overcome pupils' specific barriers to learning.

## **6. Monitoring and Evaluation of the Catch-up Premium Strategy**

To ensure that the catch-up premium is having the greatest impact on pupil wellbeing and academic performance, there will be rigorous monitoring that includes the use of teacher assessments, standardised assessments and well-being reports. These assessments will be used by 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, the Trust and schools will make adjustments to provision based on the evidence they have collected from monitoring and evaluation activities. Regular reports will be made to Trustees through the Achievement, Support and Scrutiny Sub-Committee and the Trust Improvement Board.

## drb Ignite Trust Catch-up Premium Strategy Statement

### Trust Overview

<b>Number of pupils in Trust:</b>	<b>3,293</b>
<b>Amount of catch-up premium received per pupil:</b>	<b>£80</b>
<b>Total Catch-Up Premium funding allocation:</b>	<b>£250,400</b>
<b>Publish date:</b>	<b>December 2020</b>
<b>Review date:</b>	<b>March 2020</b>
<b>Statement authorised by:</b>	<b>Robert Bowater</b>
<b>Catch-Up Premium Lead:</b>	<b>Dominic Davis</b>
<b>Trust Board Lead:</b>	<b>David Sheldon</b>

### Strategy Statement

The overarching aim of the Trust’s **Catch-Up Premium Strategy** is to:

*raise pupil achievement, ensure pupil wellbeing and close the gap created by Covid-19 pandemic school closures.*

The Trust’s **Catch-Up Premium** funding priorities are to ensure that:

- all pupils are taught by an effective teacher
- gaps in learning, specifically in reading, writing, language and mathematics) are rapidly closed
- pupils with emerging needs as a result of Covid-19 are supported effectively

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
- additional support for pupils and staff for emerging behavioural and mental health needs.

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## Barriers to Learning

Barriers to Future Attainment	
<b>Academic Barriers:</b>	
<b>A.</b>	Initial assessments indicate that lost learning has resulted in lower attainment in reading, writing and mathematics.
<b>B.</b>	Children in Nursery and Reception classes have lower attainment on entry in language than in previous years.
<b>C.</b>	Children in Y1 and Y2 classes have lower attainment in phonics than in previous years.
<b>D.</b>	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	
<b>External Barriers:</b>	
<b>D.</b>	Some families require additional support with remote learning.
<b>E.</b>	Some pupils have developed emerging behavioural or mental health needs as a result of school closures.
<b>F.</b>	Additional barriers have been identified.