

Ashley College – Catch-up Premium Strategy

2020 - 2021

Funding allocation (PRU and Special schools)

Schools' allocations will be calculated on a per pupil basis, providing each AP Alternative Provision with a total of £240 for each pupil in year's 1 to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

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 24/08/2020](#))

Summary Information

Number of Pupils	20	Amount of catch-up premium received per pupil:	£240
Total catch-up premium budget:	£4,800		

STRATEGY STATEMENT

Catch Up Strategy Statement

- The Catch-Up Premium funding will be identifiable within the Centre's budget.
- Ashley College will be accountable for using the additional funding to support the achievement of those young people covered by the Catch-Up Premium.
- Ashley College will monitor, evaluate and review the success of the impact of the Catch-Up Premium at the end of each term.
- The Headteacher will complete a Catch-Up Premium Report to share with the Management Committee and Parents/Carers on the impact of the Catch-Up Premium and how effective the intervention has been in achieving its aims.
- Ashley College will publish the Catch-Up Premium Strategy and the Catch-Up Premium Headteacher Report on our websites.

Strategy Aims:

- Close the gap between disadvantaged young people and their peers September 2021
- Increase the number of disadvantaged young people GCSE Levels 4+ in English & Maths and Function Skills Level 1/2 passes in Maths & English
- Improve attendance for disadvantaged young people
- Improve mental health and wellbeing support for disadvantaged young people

- Disadvantaged young people engage in the Catch-Up Curriculum Intervention Programme in the Easter Holidays and Summer Term Half Term
- Disadvantaged young people engage in catch up work and remote learning via laptops at home.
- Disadvantaged young people are supported by additional staff through the summer holidays.

BARRIERS TO FUTURE ATTAINMENT

Barriers to learning:

- The majority of young people arrive at our College with significant gaps in learning due to adverse childhood experiences or complex medical conditions, mental health and emotional disorders.
- All our parents support the work of the College but are not always in tune with their child's needs and how to best support them. Families are supported in the Centre to understand the positive ways forward to support their child's learning and emotional needs.

Teaching Priorities	A	Home learning is developing due to the current provision but can be developed further to improve access to learning at home for all pupils.	<p>A robust remote learning officer is in place. Using Google Classroom and other online resources, we have delivered a full timetable of 5 sessions per day for Yr10s and three sessions per day for KS3. Wellbeing and Yoga sessions via webcam are also provided. Staff prepare Google Classroom resources to have staff meetings and CPD/online training. Where required, learning packs are sent home for individuals self-isolating and processes are fully understood in the event of a bubble having to isolate, with a business continuity plan in place. This process involves supporting website recommendations, including Hegarty Maths, Doodle, BBC Bitesize and the new Oak Academy.</p> <p>Guidelines are shared with staff, governors and parents through the OneDrive and school website, with clear expectations for learning being followed by all.</p>

	B	Pupils who have fallen behind in learning due to a lack of support from home during the lockdown.	Use of catch-up funding to pay for extra tuition for pupils, using an additional teaching assistant to work with those students who have not progressed sufficiently during 1st lockdown. Easter revision classes support year 11 students working toward securing evidence of learning to support their teacher assessed grading for English, History, Mathematics and Art.
	C	Access to online home learning for pupils without technology.	Laptops distributed from existing old stock for those pupils who needed them. We created a register of those who do and do not have access to WIFI, tablets and or laptops. (Order required amount paid for from school budget). Use school funding to buy additional resources where needed. All pupils can access online learning.
	D	Children have gaps in learning due to lockdown in the summer term of 2020.	Use of catch-up funding to pay for extra tuition for pupils, using an additional teaching assistant to work with those students who have not progressed sufficiently during 1st lockdown.

Targeted academic support	E	All young people gain a college placement or apprenticeship. NEET is minimised	To continue the successful work of the additional teaching assistant by engaging two of our current staff to work for two weeks over the summer term, to enable all young people the full opportunity to access their next steps.
	F	Targeted small group English intervention 2 x Yr11 for the academic year. Students identified by Baseline and gaps and below target Spring 2020. Started 17/9. 3xY11 1xY10 2xY9	Closing of the gaps as seen in the Data drops and assessment responses. Predictions to be in line with NA.

Wider support	G	Pupil's mental health and wellbeing have been impacted during the lockdown.	Continue through 2020-21 with the three wellbeing sessions each week. All students to be encouraged to take part in weekly yoga classes.
	H	All post-16 young people gain a college placement or apprenticeship. NEET is minimised	To continue the work of Post-16 additional teacher assistants over the summer enable all young people the full opportunity to access their next steps.
	I	Working with a parent in supporting their children's learning and levels of engagement.	Providing regular feedback on child's progress while offering advice on how they can improve the home learning environment.

Impact analysis to be added in autumn 2021