



DfE Funding Premium

Background

DfE Funding Support

- The government has announced £1 billion of funding to support children and young people to make progress following the pandemic.
- This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.
- Schools' allocations is calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in reception through to Year 6.
- Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.
- 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.
- Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.
- The DfE have provided BRW with £16.720

The **EEF COVID-19 SUPPORT GUIDE FOR SCHOOLS** highlights key areas to focus upon when allocating the Catch Up Premium Funding. The main area of focus for **ALL** gap recovery funding received at BRW will focus on high quality teaching for all children as they return to school.

The funding has been used in relation to two main areas identified by the EEF guidance:

1. Supporting great teaching
2. One to one and small group tuition
3. Targeted interventions.
4. Pupil assessment and feedback
5. Targeted support and resourcing further to teaching and whole-school strategies we believe our children will benefit from focussed support. E.g. Support for mental health and wellbeing and technology to enhance learning.

Blessed Robert Widmerpool Allocation of Funding: £16,750

For many children, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that a single approach will be enough. Therefore, the funding will be spread across a range of different children in response to their individual specific needs. These approaches will be supported by the schools belief that **Quality First Teaching** is essential in supporting children to negate the negative impact of the school closures. **All children** who require it will receive targeted support and intervention where necessary.

This action plans details the ways in which DfE funding will be allocated at Blessed Robert Widmerpool.

The main areas of focus will be:

- To support children's **Wellbeing**.
- **Reading** '*Reading is the key to unlock all other subjects. In all subjects, there is some element of reading. If we create confident, passionate readers then we will be creating life-long learners.*'
- **IT** to support high quality teaching and learning.

DfE Gap Recovery Action Plan

| Success Criteria | Action | Evaluation |
|---|---|---|
| <p>Promote Wellbeing</p> <ul style="list-style-type: none"> Children are provided with high quality, rich and varied opportunities and support for their mental health and wellbeing. Identified children demonstrate improved behaviour and emotional well-being. Pupil/Parent voice indicates that identified children have improved wellbeing and their needs are met. | <ul style="list-style-type: none"> School Councillor to provide support for targeted children. Targeted support for identified children. Staff training on Mental Health and Wellbeing. Development and resourcing of the BRW Forest School area to encourage outdoor learning within the school environment. Forest school CPD for staff members. | <ul style="list-style-type: none"> Monitoring through pupil, parent and staff voice and feedback from school councillor. SLT monitoring of Forest School Provision. |
| <p>Teaching of Reading</p> <ul style="list-style-type: none"> Children across the school to have access to a wide range of high quality books Children in KS1 and KS2 to at least maintain reading attainment vs 2019 Monitoring shows that purchased phonics books have a positive impact on the progress of children in phonics at KS1 | <ul style="list-style-type: none"> Purchase new phonics books to support revised teaching of phonics in FS/KS1 Rising Stars online subscription to support reading access at home for children in KS1 Renew books within the school Library across the school Purchase of books to support diversity, mental health and well-being | <ul style="list-style-type: none"> SLT/Subject Leader monitoring of standards, staff, parent and pupil voice |
| <p>IT to support teaching and learning</p> <ul style="list-style-type: none"> Children have access to technology which to support learning including the publishing of written work, creation of video and use of apps to engage children in creative learning opportunities. Monitoring demonstrates that technology supports the curriculum and the needs of all learners. (Book looks, lesson observations, pupil and staff voice). | <ul style="list-style-type: none"> Wi-Fi technology upgrade to support remote learning, Microsoft Teams, the use of iPads and computers in school Purchase of iPads to support teaching and learning in KS2 | <ul style="list-style-type: none"> SLT/Subject Leader monitoring and evaluation |