



'Believe, Excite, Succeed, Together'

Catch-Up Premium Plan

Summary information					
School	Catch-up Premium Plan				
Academic Year	2020-21	Total Catch-Up Premium	£4,480	Number of pupils	56

Guidance

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through 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](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students.

Schools have the flexibility to spend their funding in the most effective way to support individual cohorts and circumstances.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology

- Summer support

Identified impact of lockdown

Maths	Recall of basic skills has suffered – children are not able to recall addition facts, times tables, place value is less secure and they have forgotten once taught calculation strategies. Specific content has been missed, leading to gaps in learning and stalled sequencing of learning journeys.
Writing	Children have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to a lack of accuracy in writing. Spelling and handwriting have also suffered in addition to a lack of writing stamina.
Reading	Children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. For those in the lower years, there is an evident lack of phonic knowledge, requiring intervention to close the gaps in knowledge.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Start/Review date
<u>Supporting great teaching:</u> All staff will receive CPD to use in all lessons, supporting Quality First Teaching under Covid protocols. New strategies will be implemented to support accelerated progress and support the closing of gaps.	CPD staff meeting time led by the Headteacher. £0 Weekly CPD led by the English Lead to develop phonics teaching and respond to children who are falling behind. £0 Purchase additional texts to support the development of reading. £100.00		TB/BH	Start Jan 21 Review April 21

<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Joining the Kyra Alliance and attending moderations to enable staff to compare their assessments with other teachers. To ensure that assessments are accurate.</p> <p>For those new to Year six, providing specialist CPD to be able to accurately assess level and next steps.</p> <p>To provide support and coaching from SLT for teachers who are identified through data analysis and professional conversations as needing guidance and support.</p> <p>Use of an external moderator to support accuracy of assessments.</p> <p>Pupil progress meeting to discuss children and their individual needs. Support from SENDco to create provision maps for intervention.</p> <p>Cost: £0 (Already using Pupil Premium money and CPD allocated budget)</p>		TB/CP	Review termly. March 2021 / June 2021
Total budgeted cost				£ 100

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Start/Review date
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding.</p> <p>Identified children will have a solid understanding of place value, tables</p>	<p>Identified children will receive 1:1 or small group support depending on need.</p> <p>There will be additional hours given to Teaching Assistants to focus on closing the gaps under the close supervision and support of class teachers.</p> <p style="text-align: right;">Cost: 3570</p> <p>In class provision will focus on supporting children who have fallen behind.</p> <p>Daily readers focus using teaching assistants.</p>		TB/CP	Review termly – March 2021 / June 2021

<p>and number bonds as expected for their age.</p> <p>Identified children will be able to spell the word lists relevant to their year group and they will know the relevant spelling rules.</p> <p>Identified children will be able to identify and use the relevant punctuation for their year group.</p>	<p>Delivery of the 10 minute maths box to deliver number to Reception/ KS1</p> <p>Spelling intervention and purchase subscriptions of Nessy to support spelling, reading and grammar. Cost: £150.00</p>			
Total budgeted cost				£3720

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Start/Review date
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p>	<p>Evidence me will be purchased to support home learning and the gathering of evidence for those that need to self-isolate or any closures of bubbles.</p> <p>White Rose maths subscription is purchased so children can use the online videos and resources for maths alongside class teaching. £100.00</p>		TB	Review March 2021
<p><u>Wellbeing support</u></p> <p>Train an identified member of staff in Lego therapy. Teachers (or parents) to refer children who might benefit from this for extra wellbeing support.</p>	<p>Train a member of staff who already has mental health and wellbeing training.</p> <p>Part deployment of Well-being HLTA champion. (Part use of Pupil Premium money) + in school provision at lunchtimes. PP spend + £290</p> <p>Employ member of staff for additional hours to provide this support. Train the member of staff in Lego therapy. £270</p>		CP	

			Total budgeted cost	£4480
			Money from the existing budget (including PP)	£350
			Total	£4830