



Catch Up Premium Report 2020-21 Version 1

The Government have allocated £1 billion of funding to support children and young people to catch up. 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 due to COVID-19. Although all children have had their education disrupted, it is acknowledged that those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. [So alongside the universal catch-up premium, a £350 million National Tutoring Programme will provide additional, targeted support for those children and young people who need the most help.](#)

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](#) but 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 [support guide for schools](#) with evidence-based approaches to catch up for all pupils. Schools should use this document to help them direct their additional funding in the most effective way.

Accountability and monitoring

School leaders must be able to account for how this money is being used to get the school back on track and teaching a normal curriculum as quickly as possible. 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.

COVID Catch Up premium spending summary			
Total number of pupils from Reception to Year 6	361	Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£29,180	Date of Reviews	February 2021, July 2021

When planning for our 'Recovery Curriculum' to start in September, we took into account the key principles and expectations highlighted by the DfE. (See below) This was to ensure that all of our pupils, and in particular the disadvantaged, SEND and vulnerable are given the catch up support needed to make substantial progress by the end of the year.

The key principles that underpin our advice on curriculum planning are:

- education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects,
- remote education, where needed, is high quality and aligns as closely as possible with in-school provision

Informed by these principles, when considering revisions to our school curriculum for the academic year 2020 to 2021, we aim to meet the following key expectations: Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.

Our approach to planning from 1st September, 2020 is based on approaches which are known to be effective, including the "The EEF Guide To Supporting School Planning: A Tiered Approach To 2020-21" as recommended by the DfE. In line with this approach, there are three key areas.

Quality Teaching for All

The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.

Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.

Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support

Impact of School Closure and Key Priorities

After returning to school in September, it has become evident that there are particular areas which need prioritising as part of our Catch up planning. These include;

- increased gaps in reading, writing and maths, especially for those who struggled to engage fully with home learning
- Missed daily phonic teaching in EYFS and Y1 has impacted significantly on early reading and writing
- Learning behaviours have deteriorated significantly e.g. listening skills, independence, resilience and pace of learning
- Social, emotional and mental health needs of children have been impacted upon.

Focus on basic skills across all year groups, including

- Maths- Maths - Speed and mental maths agility (e.g. tables and number bonds)
- Writing- Handwriting, letter formation along with basic sentence punctuation and spelling of high frequency words
- Reading and extending vocabulary

Focus on phonics, language and communication

Ensure every teacher is supported and prepared for the new year in order to achieve the best outcomes for all pupils

Supporting pupils to re-establish behaviours for learning

Deliver a broad and engaging curriculum

Re-establish positive relationships and promote positive mental health and well- being

Ensure pupils are supported effectively with home learning especially those with no device to access home learning.

Ensure attendance goes back to the high rate which we had prior to lockdown and that children come to school on time each day.

Catch Up Strategy Plan 2020-2021

Quality Teaching for All

Ensure consistent high quality teaching and learning across the school

FOCUS	ACTIONS	EVIDENCE/ RESEARCH/ RATIONALE	FUNDING	MONITORING/ STAFF INVOLVED	INTENDED OUTCOMES/ SUCCESS CRITERIA
Re-establishing routines, expectations and procedures for the full school re-opening. Create as safe an environment as possible, where transition back to	<ul style="list-style-type: none"> - Disseminate re-opening document to all staff and introduce new procedures and systems top adjust to the organisation - Ensure staff have training and support to adjust to the organisational and 	New routines/ Risk Assessment and Health and Safety considerations to be established due to COVID		SLT Health and Safety Officers	Rules and routines are embedded and understood by all children and staff. Environment made as safe as possible. Risk assessments being followed and reviewed regularly.

school can be supported effectively.	<ul style="list-style-type: none"> logistical aspects of school life - Staff to teach the new routines to their classes - Regularly reinforcing new rules, routines and systems 				
Behaviour for learning in the classroom	<ul style="list-style-type: none"> - Re-establish good learning behaviours in classroom e.g. listening, independence, resilience, active participation, confidence. 	Importance of learning behaviours as identified by EEF			<p>Increase in positive learning behaviours.</p> <p>Children re-engaged and ready to learn, showing enthusiasm</p> <p>Pupils are learning effectively and progress is evident.</p>
<p>At the beginning of the Autumn Term, begin the delivery of a 'Recovery Curriculum' following DfE guidelines and recommendations. CPD in various curriculum areas to support and prepare staff for the academic year. Continue curriculum development and implementation from pre lockdown</p> <p>Focus on phonics, language and communication as well as basic skills</p> <p>Deliver a broad and engaging curriculum</p>	<ul style="list-style-type: none"> - Disseminate curriculum guidance and planning to staff - Quality teaching and learning in all year groups - Whole school approaches to Reading, Writing, Spelling, Maths and Foundation subjects, including new threshold concepts and vocabulary development - CPD <p>SLT continue to monitor teaching and learning, including progress</p> <ul style="list-style-type: none"> - Increase some of our CSA roles to L2 TA status to deliver Phonics and 	DfE Guidance, EEF	<p>SLT</p> <p>Staff</p> <p>SLT</p> <p>SLT TAs</p>	<p>SLT</p> <p>Teachers, TAs</p> <p>SLT</p> <p>TAs</p>	<p>Curriculum in place and adapted according to analysis of needs.</p> <p>Quality teaching and learning with high expectations is evident (through monitoring activities, progress, engagement)</p> <p>Subject specific assessments have identified particular areas where children have forgotten or misunderstood key concepts and knowledge and skills have deteriorated. Lessons have been planned and delivered to build on securing foundations and revisiting where necessary. Vocabulary acquisition increases</p> <p>Subject teams continuing development of their subjects.</p>

	<p>intervention sessions in KS1</p> <ul style="list-style-type: none"> - Particular emphasis on basic skills across the school - Purchase various resources including 'Sir Linkalot' spelling, White Rose Premium-Maths, Times Tables Rockstars - - Purchase membership of HA and GA to support History and Geography teaching and CPD 		<p>£878.40 Catch Up Funding, £99 Catch Up Funding, £94.90 Catch Up Funding,</p> <p>£72 £198</p>		
<p>Re-establish positive relationships and promote positive mental health and well-being</p>	<p>A quality PSHE curriculum in place which has a particular focus on mental health and well-being, as well as implementing the new SRE curriculum PSHE team to continue to develop and embed curriculum and provide some CPD</p> <p>Family Liaison Officer to support children and families where appropriate</p>	<p>COVID related issues Pupils need to feel safe and secure when returning to school</p> <p>EEF</p>	<p>Budget</p>	<p>SLT PSHE Team PE Team TLRs</p> <p>FLO</p>	<p>Pupils' well-being is high priority Pupils feel safe and understand how to keep themselves healthy, both mentally and physically. Pupils develop resilience. Pupils understand how to get help if they need it.</p> <p>Family Liaison Officer working successfully with parents and children. Communication with</p>

<p>Develop and strengthen staff, ensuring that both workload and staff well-being is taken into account</p>	<p>Provide children with ways to identify, communicate and cope with their feelings and emotions</p> <p>Continue to work with Sports Partnerships on various projects during the year. Upskill teachers in certain areas and focus on striving to improve mental health and well-being. 'Team up Kids' to work with Year 5 children and teachers</p> <p>Purchase Commando Joe resources and use a PDday for training on how to implement the resources into our curriculum</p> <p>We must ensure that staff are supported and encouraged to develop personally and professionally. Maintain a school ethos which supports staff health and wellbeing by making sure that all employees are treated fairly and consistently.</p>	<p>Develops greater mental and physical resilience Encourages growth mindset Improves attitudes towards learning Increase in attendance Metacognition and self-regulation Provides behaviour support Develops mental and physical resilience Improves life skills</p> <p>Staff well- being, mental health and workload is of vital importance in our school. As well as helping all staff to cope with workload and look after well-being, we also recognise that staff wellbeing is important to pupil achievement and the school's performance.</p>	<p>Primary PE and Sport Premium</p> <p>£7950</p>	<p>PE Team PSHE Team</p> <p>SLT PSHE Team</p> <p>SLT Staff supporting colleagues</p>	<p>parents is usually by phone and can be accessed out of hours.</p> <p>Greater mental and physical resilience Growth mindset attitude developed further Improved attitudes towards learning Increase in attendance Metacognition and self-regulation Increase in mental and physical resilience Improved life skills</p> <p>School promotes the health and well-being of all staff Improved work-life balance Healthy motivated staff who are able to deliver a high standard of education Staff have the confidence to deal positively with stressful incidents and mental and physical health issues</p>
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<p>Assessment</p>	<p>Carry out both formative and summative assessment activities to identify gaps in knowledge and skills and plan teaching and learning to enable all children to be given opportunities to achieve</p> <p>Identify gaps in learning and plan catch up sessions</p> <p>Purchase new PIRA and PUMA Hodder tests as well as 'SHINE' – targeted interventions for Reading and Maths</p> <p>All class bubbles will be given some TA time to support progress and contribute to interventions as required (including all ability group)</p>	<p>EEF 'Assessing and Monitoring Pupil Progress'</p>	<p>£1074.18</p> <p>£844.80</p>	<p>SLT Teachers</p>	<p>Improved progress Barriers to learning removed to enable all children to achieve and reach their full potential</p>
<p>OT Provision 'Future Steps'</p>	<p>To implement a handwriting scheme/ programme which has been designed to support children with writing difficulties but will be used with all children.</p> <p>To support children with emotional regulation difficulties and anxiety as part of reintegration.</p>	<p>We are aware from analysing work during lockdown that writing would be a target due to poor engagement from some children with writing tasks.</p> <p>Children may struggle to reintegrate back into school so support will be provided to aid the emotional regulation, alongside SEND children who have received</p>	<p>Scholarship gained (value =£6000)</p>	<p>SLT Inclusion Officers</p>	<p>Children's stamina and fluency in writing increased Children will feel safe and secure Staff will have a good understanding of how attachment issues can affect children and can implement strategies to help</p>

	<p>To offer a therapeutic intervention for children with motor and sensory difficulties</p> <p>To deliver attachment training to all staff</p>	<p>little therapeutic services due to lockdown. Focus on KS1 and EYFS as there is a notable Gap in their development due to lockdown.</p> <p>We know that children may struggle with attachment issues due to COVID (loss/ time at home etc) Also we have seen an increase in 'Operation Encompass' incidents</p>			
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Targeted Approaches – Ensure identified pupils have access to necessary 'catch up' interventions (some of the above actions are also applicable to this section)

FOCUS	ACTIONS	EVIDENCE/ RESEARCH/ RATIONALE	FUNDING	MONITORING/ STAFF INVOLVED	INTENDED OUTCOMES/ SUCCESS CRITERIA
Support targeted children on a one to one basis or in small groups to provide high quality tuition as a catch up strategy for children in Reception to Year 6	Employ a suitably qualified tutor to deliver effective catch up approaches and activities , as guided by the teacher and SLT where appropriate and focused on areas which have been identified	EEF	Catch Up Premium	SLT	Gaps in learning are identified and Catch up lessons help fill the gaps and lead to progress being made
Assessment	<p>As above with TA support and interventions delivered to one to one and small groups</p> <p>Some interventions may also focus on other aspects of learning including behaviour or social and emotional needs.</p>	As in Assessment section above			As in Assessment section above

Targeted Computer Programs	Continue to use Lexia and Mathletics programs at school and at home	Tailored to individual needs	Pupil Premium		Progress/ understanding of concepts, skills and knowledge on an individual basis Children gaining certificates as rewards
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Wider strategies -Ensure remote learning is effectively planned for and delivered
 Ensure attendance figures increase and return to our normal high rates
 Continue effective communication with parents, offering support where required

FOCUS	ACTIONS	EVIDENCE/ RESEARCH/ RATIONALE	FUNDING	MONITORING/ STAFF INVOLVED	INTENDED OUTCOMES/ SUCCESS CRITERIA
Remote Learning We must offer immediate remote education if: Individuals or groups of pupils need to self-isolate, but the rest of the school is still open; or There are local or national restrictions that mean most pupils need to stay at home, like during the initial school closures in March.	<p>Plan remote learning policy and procedures/ systems for delivering home learning which will align as closely as possible with our in-school provision.</p> <p>Disseminate policy and procedures to staff so that all relevant people are aware and confident about meeting our expectations for remote learning.</p> <p>Add appendix 1 to policy which provides a list of useful websites in different curriculum areas.</p> <p>Conduct a questionnaire for parents and also one for pupils to audit children's access to technology at home.</p> <p>Purchase new resources as part of home learning, including Times Tables Rockstars and White Rose Premium Maths</p>	<p>Government requirement when children are at home with COVID related absences.</p> <p>EEF Impact of School Closures</p> <p>EEF Remote Learning: Rapid Evidence Assessment</p> <p>Digital resources to supplement teaching can be very effective and increase learning. They can provide effective feedback and</p>		SLT	<p>Remote learning policy in place and understood and adhered to by all Children accessing home learning A variety of lessons/ activities provided Feedback given</p> <p>Curriculum aligns as close as possible with in school curriculum</p> <p>Pupils and parents have access to individual log ins for various programs being used Parents have useful websites information and access them</p>

	<p>All classes to use Do Jo as a means of communicating with children and parents.</p> <p>Staff training on how to use the online platforms/ personalised learning etc</p> <p>3 laptops from DfE 'Get help with technology' service.</p> <p>Provide some homework tasks through the same platforms/ programs so that the children become used to using the technology.</p> <p>Provide remote learning for all children who are not at school due to COVID related circumstances.</p>	<p>motivate pupils to want to practise more.</p>	<p>Get help with technology' DfE</p>		<p>Communication with parents and children effective</p> <p>Staff confident in using various platforms.</p>
Attendance	<p>Monitor attendance closely and liaise with parents/ carers</p> <p>Work closely with Attendance Officer, including weekly meetings and follow up where applicable</p>	<p>EEF</p> <p>Following legal, statutory requirement for attendance</p> <p>Safeguarding</p> <p>Evidence shows that pupils who have good attendance make better friendships, take more ownership of their learning and are more confident</p>	<p>Employ Attendance Officer</p>	<p>SLT</p>	<p>Increased attendance figures to be raised to the same high rate which we had prior to lockdown (and at least higher than national average)</p>
Communication with Parents	<p>Continue to communicate effectively with parents and offer support where needed.</p>	<p>Re-establish /maintain positive relationship with parents.</p>	<p>Contract with website provider</p>	<p>SLT</p> <p>Computing Team Input</p>	<p>Successful communication systems in place</p> <p>Positive relationships</p>

	<p>Early Years to purchase 'SeeSaw' as an effective form of communication.</p> <p>DoJo/ Parent Pay and the school website/App to be used.</p> <p>Offer parent consultation via phone call and introduce the possibility of virtual parent consultations in the Summer Term.</p> <p>Parents may contact/ speak to staff at convenient times by making appointments through the office.</p>		£492.80		<p>Parents feel confident that there is always someone to speak to in school Parental support given where needed</p> <p>Parents using the technology eg DoJo as a means of communicating with teachers</p>
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Though funding has been calculated on a per pupil or per place basis, we will use the sum available as a single total from which to prioritise support for pupils according to their need.

We will use this funding for specific activities to support our pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.