



Catch-up Funding allocation (Mainstream Schools)

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.

Payments

This funding will be provided in 3 tranches. An initial part payment will be provided in autumn 2020, based on the latest available data on pupils. A second grant payment will then be distributed in early 2021, based on updated pupil and place data. For mainstream schools, the 4 to 15 pupil head count from the October 2020 census will be used.

The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil. A further £33.33 per pupil will be paid during the summer term 2021.

Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

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 the 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)**

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| School Overview: | | Context of the school and rationale for the strategy (With specific reference to the impact of COVID 19) Our proportion of disadvantaged pupils across the school is above national picture at 28.57% - 96 children in total. Upon re-opening on September 2nd 2020 we had a good response to children coming back to school. Attendance was for the most part stable across year groups upon return - Reception children were brought back on a staggered basis over 1 week to ease the transition process since visits were not possible during Summer 2020 due to Covid 19. Overall attendance for Autumn 1 was 96.1% • Due to no parental demand our school was fully closed over the summer holiday period, which meant that no school-based or remote learning took place over the summer break. From a school management point of view |
| Number of pupils in school YR – Y6 | 323 | |
| Proportion of disadvantaged | 28.57% | |
| Catch-up Premium allocation (No. of pupils x £80) | £25,760 | |
| First 2 instalments due in 2020-2021, which equates to £15,408 by March. 3 rd instalment £10,352 due summer term. | | |
| Publish Date | | |

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| Review Dates | | <p>this was crucial in terms of teacher workload and their mental health and emotional well-being. This allowed for teachers to come back to what has been a very stressful and tiring term in Autumn 2020 with renewed energy and professional focus.</p> <ul style="list-style-type: none"> As a staff we agreed the need for the use of consistent beginning of year baselines within Reading, Writing and Mathematics. Years 2 to 6 completed PiXL assessments to identify gaps in learning, while Reception and Year 1 completed focus tasks within the first two weeks back. <p>At this point we discussed in phase groups what the baseline results were telling us and then SLT looked at how best to provide support and interventions across Reading, Writing and Mathematics in order to help identify children to catch up in their areas of identified need.</p> <p>Remote Learning:</p> <p>During the first lockdown we were unable to provide online learning as we did not have sufficient technology. This made it very difficult to monitor pupil engagement.</p> <p>In the Summer term we used DfE funding to buy google classroom. This was then all set up and has been used from September 2020. A Google classroom research group was established to support with the transition. Government made online learning provision statutory from the 22nd October 2020. Remote learning policy produced October 2020, which relates to elements we can reasonably produce in the time given.</p> |
| Statement created by Susie O’Connell Assistant Headteacher | | |
| Chair of Governors – Eddie Lavery | | |

Teaching

Great teaching is the most important lever schools have to improve outcomes for their pupils.

Targeted Academic Support

There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch-up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.

Pupil Assessment and Feedback

Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils’ wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

Wider Support

Schools have provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parent, especially to increase attendance and engagement with learning.

| Barriers | Actions / Staff survey | Orders | Cost | Staff Lead | Impact/Evaluation |
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| Staff are concerned about their well-being and the extra workload | Produce a staff questionnaire asking for their input on how to use the catch-up finding. | N/A | N/A | SLT | Staff questionnaire completed by most teachers. SLT have evaluated and added actions to this plan |
| School IT resources – no cameras or microphones to record or do live sessions. | Speak to ICT Inspire about the best device to buy for staff. Buy devices for staff to enable them too successfully and quickly enhance remote learning. RN to speak to ICT Inspire for price and spec. | 8 x webcams with integrated microphones | £310.55 | MB | |

| Teachers do not have access to devices | Training for staff provided by Google Classroom research group | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Small group intervention needed to close the gaps – teacher’s best people to run these, there is no extra time in the school day. | <p>Have supply cover for intervention, once a week for the next 24 weeks for Years 3,4,5,6. Timetable to be worked out with staff. Supply not a favoured option with staff, how can we use existing staff to support with the class or intervention? After school intervention from our own staff, who know the children’s gaps and next steps chosen to be more effective.</p> <p>Assessment analysis of autumn term data used to identify priorities for each year group.</p> <table border="1" data-bbox="472 501 1155 954"> <thead> <tr> <th><u>Year group</u></th> <th><u>Priorities</u></th> <th><u>When</u></th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>Reading & Writing</td> <td>4 x 30 min x 19 weeks</td> </tr> <tr> <td>Year 1</td> <td>Reading & Writing</td> <td>4 x 30 min x 19 weeks</td> </tr> <tr> <td>Year 2</td> <td>Reading & Writing</td> <td>2 x 60 min x 19 weeks</td> </tr> <tr> <td>Year 3</td> <td>Maths & Writing</td> <td>2 x 60 min x 19 weeks</td> </tr> <tr> <td>Year 4</td> <td>Maths & Writing</td> <td>2 x 60 min x 19 weeks</td> </tr> <tr> <td>Year 5</td> <td>Maths & Writing</td> <td>2 x 60 min x 19 weeks</td> </tr> <tr> <td>Year 6</td> <td>Writing & Higher Attainers</td> <td>2 x 60 min x 19 weeks</td> </tr> </tbody> </table> <p>PPM for all year groups to identify targets and to evaluate progress.</p> <p>QLA from PiXL used to identify therapies and suitable resources for the booster groups.</p> | <u>Year group</u> | <u>Priorities</u> | <u>When</u> | Reception | Reading & Writing | 4 x 30 min x 19 weeks | Year 1 | Reading & Writing | 4 x 30 min x 19 weeks | Year 2 | Reading & Writing | 2 x 60 min x 19 weeks | Year 3 | Maths & Writing | 2 x 60 min x 19 weeks | Year 4 | Maths & Writing | 2 x 60 min x 19 weeks | Year 5 | Maths & Writing | 2 x 60 min x 19 weeks | Year 6 | Writing & Higher Attainers | 2 x 60 min x 19 weeks | Booster groups to be run for R – Y6 for 2 hours per week 6 wks – Spring 2 6 wks – Summer 1 7 wks – Summer 2 | £7500 | SOC & MB | |
| <u>Year group</u> | <u>Priorities</u> | <u>When</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reception | Reading & Writing | 4 x 30 min x 19 weeks | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 1 | Reading & Writing | 4 x 30 min x 19 weeks | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 2 | Reading & Writing | 2 x 60 min x 19 weeks | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3 | Maths & Writing | 2 x 60 min x 19 weeks | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 4 | Maths & Writing | 2 x 60 min x 19 weeks | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 5 | Maths & Writing | 2 x 60 min x 19 weeks | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 6 | Writing & Higher Attainers | 2 x 60 min x 19 weeks | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| After assessments the children’s vocabulary has become a concern for the school. The school made progress last year with our vocabulary project and will now continue this on. | <p>Already have PiXL resources, teachers have vocab mats and goldilocks words already integrated into their planning</p> <p>Vocabulary ninja – specific vocab mats and quizzes for different topics – SOC co-ordinating</p> <p>PiXL needs to be championed in order to get the most out of it. Use as a base and find other resources to help – MB co-ordinating and appraisal targets focus on vocab</p> | Vocabulary ninja | £30.00 per year | SOC & MB | | | | | | | | | | | | | | | | | | | | | | | | | |

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| The reading scheme books need replenishing in years 1-4 | Buy reading scheme books as the variety for KS1 and LKS2 is not sufficient to compliment learning. SOC has investigated and the cost will be £2900.02 | Books for Nursery-Yr4 | 743 books £2900.02 15 free dictionaries – MB to use | SOC | |
| School does not have quality books to support the wider curriculum in KS1 | Quality books to go with the wider curriculum – reinforce reading in the afternoon subjects Staff asked about what they would need in staff questionnaire Staff approved of the idea of extra books | Books for KS1 to come in line with KS2. | £2160.00 on KS1 books (average £6.00 a book for 3 terms) | SOC | |
| School requires updated artefacts to enliven the wider curriculum in order to inspire and engage children | and artefact boxes. AS to look at resources we already have and make up boxes for each year group. Make up 1 box for Spring term and 1 for Summer term for year groups 1-6. | Artefacts to be brought for topics as needed | £250 per box, years 1-6, 1spr&sum box £3000 | MB | |
| Staff well-being. Time within teacher's hours to upload remote learning for ALL subjects. | <ul style="list-style-type: none"> Think about how we are going to approach remote learning. What strategies can we use to make sure it is not time consuming for the teachers? Start IXL free trial with all classes – started 9/11/2020 - 35 days trial. SOC co-ordinating and getting feedback <p>INSET day on 02.11.2020 used to give teachers time to prepare for Autumn term remote learning</p> | IXL – when free trial is finished if teachers agree | £4401 for 2 years. | SOC & SA | Inset day provided staff with time to upload remote information. MB gave more information on the policy and what to do. Staff now aware of the expectations and working together to find ways to work smarter. |
| Pupil well-being Pupils are lacking motivation to complete work. | Motivate children to close the gaps with rewards for behaviour relating to Dojos, home learning tasks etc. | Incentives for all children ranging from treasure box prizes to extra playtime and special activities | £1000.00 | MB & HD | |
| EYFS – Phonics resources to support catch up | EYFS staff to look into resources that will help support with phonics intervention until we hear from NIEL programme. EYFS are looking into resources needed. AS has asked for some cards to support each phonics group | SOC to investigate cards and supplier. | £237.00 £79 per set, 3 sets | SOC | |

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| Limited maths resources to compliment White Rose maths scheme | SA to provide a list of White Rose resources needed. Order forms completed | TTS | £679.19 (TBC) | SA |
| Nobody in school trained as ELSA (Emotional Literacy Support Assistant) to support children with their emotions | Train a staff member <i>ELSAs are Teaching Assistants who have received specific training from Educational Psychologists from whom they receive on-going supervision following training. Their role is to support children and young people in school to understand and regulate their own emotions, learn to respect others around them and to develop resilience.</i> | Find an ELSA course for a member of staff | £700 to train someone | HD |
| Higher Attainers underachieving in Autumn data | 1-year subscription Master the Curriculum | | £58.80 | |
| TOTAL: | | | £22974.64 | £2,785.36 contingency |
| National Tutoring Programme – we need to provide 25% of the funding | This is for disadvantaged pupils only. We will look at the disadvantaged children’s needs and see if we need to use this provision (Staff within school can provide the catch up needed for these pupils) | N/A | N/A | School are not pursuing this as will complete catch up within school |