



Coronavirus Catch-Up Premium Strategy 2020-21



Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. The government has announced £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 as well as a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.

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.

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 and 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.

Our tiered approach will focus on the following:

- **Teaching:** Quality first teaching with established and skilled teaching teams is vital for all of our children.
- **Targeted Academic Support:** Additional teaching in the cohorts where it is most needed will ensure no year group is affected more due to lockdown.
- **Wider Strategies:** Children need to have basic needs – including feeling of safety and being fed – met to be in a good place to learn.

...and for 2020/2021 this offer will run alongside the Pupil Premium Strategy.

For 2020/21 the school will receive £16,800 in its allocated Catch-Up Premium. £9,800 will be received up to Easter with the remaining £7,000 received in the summer term.

£11,692 has been allocated until Easter 2021 when we will review the impact and future needs for the summer term.

Due to the lockdown announced on 5th January 2021, many of the planned strategies were put on hold until we could welcome back all pupils to school. As a result, the intended use of the catch-up premium has been tweaked. The full catch-up premium will be spent by the end of the academic year.



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Provision	Cost	Impact
<p>Teaching</p> <p>Quality First Teaching: Teachers deployed to minimise change and use strengths within class bubbles. Higher Level Teaching Assistants deployed to make best use of skills and to ensure effective teaching teams. TAs to remain with specific classes and readers/interventions to be directed by class teacher for class TA to deliver. Ongoing support and CPD by SLT as required.</p> <p>Why? Children learn best when in class with good and better teaching. The quality of the adults in the classroom, both as individuals and as a team is integral to this being effective. Class teachers are best placed to deliver bespoke, responsive interventions designed to accelerate learning and close gaps due to missing education. During these unprecedented times, staff will require ongoing support to ensure that learning makes effective use of time.</p> <p>The impact will be measured, by SLT and the SEC, through outcomes and progress across all year groups.</p> <p>Curriculum: Prioritise good progress in the essentials (phonics and reading, writing and mathematics). Ongoing formative assessment of the above, including the use of conferencing. Identify opportunities to read widely across the curriculum and to build on embedded reading good practice.</p> <p>Why? Whilst our curriculum remains broad with all classes learning from a range of subjects, over the year teaching and learning will ensure that identified</p>	<p>Additional HLTA time to release class teachers to lead intervention £3,520</p>	<p>Attainment in Y5 and Y6 has improved from mainly strong starting points.</p> <p>Standards and progress at the end of KS2 are in line with those typical for our school, ie close to or above national.</p> <p>In Y4 attainment has returned to close to March 2020 levels and in Y3 attainment has improved from low starting points.</p> <p>In Y2 progress is evident in books but this is not yet reflected in the ARE data compared to March 2020. However, progress can be seen from Autumn 2020 to the end of the year.</p>

<p>gaps in Reading, Writing and Mathematics are high priority to ensure children are in a position to fully access the wider curriculum in 2021.</p> <p>The impact will be measured, by SLT, through outcomes and progress across all year groups.</p>		
<p>Targeted Academic Support Teacher and HLTA to lead small group tutoring sessions for targeted individuals. Additional adult to facilitate targeted high quality intervention for identified pupils in Y2:</p> <ul style="list-style-type: none"> • Targeted support as directed by class teacher during lessons. • 1:1 reading. • Phonics interventions linked to essentials in curriculum. • Number based maths interventions linked to essentials in curriculum. <p>Why? Areas of need identified during PP meetings: Y1 - phonics; number work; SMEH, incl behaviour for learning Y2 – writing; phonics; number work; Y3 – place value; maths; SPAG; reading Y4 – times tables; SPAG; reading comprehension; SMEH, incl behaviour for learning Y5 – times tables; reading comprehension Y6 – mental arithmetic; times tables; geometry and statistics; SPAG; writing</p> <p>The impact of this will be measured, by SLT and the SEC, through outcomes and progress across Key Stage 1 and 2.</p>	<p>Y6 tutoring costs £1,080</p> <p>Y2 additional adult support £7,440</p> <p>Reading comprehension resources £530</p> <p>Individual place value resources £180</p> <p>Additional dictionaries £650</p>	<p>In Y2, the number of children working at greater depth has risen significantly; this is particularly evident in reading and to a lesser extent, maths. The gap has narrowed for those pupils that are working below expectations. 73% met the standard in phonics in December 2020. This has jumped to 92% in June 21.</p> <p>In Y6 100% of the children who accessed small group tutoring sessions narrowed their learning gap in maths with 91% of this group attaining age-related expectations.</p> <p>In Y6 80% of the children who accessed small group tutoring sessions narrowed their learning gap in writing although none of this group attained age-related expectations.</p>
<p>Wider Strategies Playleader employed to promote positive play and interactions during lunch period.</p> <p>Why?</p>	<p>Playleaders £3,400</p>	<p>We were unable to appoint a playleader so used existing staffing to support and promote positive play with our most affected cohorts.</p>



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<p>Children learn better when they have positive experiences throughout the day. We have noticed that lunchtimes are difficult for many children because they are not used to socialising in the same manner as before lockdown. Positive relationships with peers are instrumental in promoting positive mental health and wellbeing. Disruptive playtimes lead to impaired engagement with lessons and ultimately disaffection of school.</p>		<p>The impact of staff CPD linked to managing transitions and less structured times of the day has been more harmonious playtimes. Children in identified cohorts are now able to turn-take and play together. Self-regulation techniques are developing for individuals and the frequency of conflict has reduced.</p>
	£16,800	