

Catch Up Premium: School Proposals 2020/21



Due to the COVID – 19 pandemic, the government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. School allocations will be calculated on a per pupil basis. 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 curriculum expectations for the next academic year in actions for schools during the coronavirus outbreak.

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

School leaders must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure.

Governors and trustees should scrutinise schools' approaches to catch-up from September 2020, 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

Funding Allocation:

Mainstream schools will get £80 for each pupil in from reception to year 11 inclusive.

Total amount of money received:

£16,240

To raise the quality of education by ensuring all children have access to blended learning.			
Intent	Rationale	Implementation	Impact
Children have access to high quality blended learning.	There is still a risk of localised outbreaks of coronavirus (COVID-19) or of small numbers of individual pupils being unable to attend school.	Purchase of 15 additional Chrome books: £2,000 which increases the number of devices within the school. Staff use these devices to teach children how to access their assignments and 'turn in' work.	Pupils are able to use Google Classroom with confidence when isolating; therefore accessing their curriculum. 100% of KS 2 pupils were able to access Google Classroom. (See parental questionnaire and engagement logs).
Pupils in KS 2 are able to use Google Classroom to access blended learning.	If this is the case, pupils should have access to high quality education through a blended curriculum.	The school will purchase dongles/ SIM cards.	Staff are able to use the Chrome books to set work if isolating. Chrome Books were allocated to staff so remote learning could be delivered.
Teachers and TAs are able to provide high quality blended learning.	In returning to school, all pupils in KS 2 need to be taught how to use Google Classroom to access and 'turn in' their completed work.	Staff receive training on how to set work, upload videos and provide feedback on Google Classroom.	Through the use of home learning, parents are able to support their children in using Google Classroom. Approach to home learning in the Autumn Term supported the transition to remote learning. Additional videos were created and uploaded to the school's website to support parents.
	To ensure that pupils have access to the full curriculum, the school will provide a mirrored curriculum.	Videos are completed to support parents and carers in supporting their children. KS 2 home learning is set and completed using Google Classroom. The school keeps an up to record of which pupils and families do not have device or internet access. In the case of a bubble closing, pupils will have access to the internet and or a device. The school updates its User Agreements so pupils and parents are clear on the use and expectations of Chrome books.	All children are able to have access to the internet or devices if their bubble has to isolate. 8 Chrome Books were given to families during the wider school closure. Pupils who access the NTP are able to engage in the 15 online sessions.

To raise the quality of education by ensuring children are mentally and emotionally able to flourish.

Intent	Rationale	Implementation	Impact
Ensure children are mentally and emotionally able to flourish when returning to school following wider closure of schools.	Wider closure of schools meant that for 14 weeks school was closed to the full school community – for 9 weeks 10-20% of the school community were in school and for the following 7 weeks only 40-50% of children were accessing in school education. Despite home learning being set this could lead to significant gaps for children.	An additional TA is recruited to release the school's ELSA trained TA to facilitate nurture sessions to pupils in Key Stage 1.	Emotional literacy tool, reports positively on mental health and wellbeing. From 12th October 2020, 24 KS 2 pupils accessed nurture groups. Of the children that access nurture groups 16 attended school during the Spring term. For all pupils that did not attend school, they received weekly phone calls from the adult that lead their group and ELSA activities which were planned by the ELSA TA. Children are able to articulate how to regulate and support their own mental health and wellbeing as a result of explicit teaching.

	<p>During the lockdown period a higher than average number of school nurse referrals and CMHLS referrals were made to support children's mental wellbeing.</p>	<p>From the Spring Term, additional hours for KS 1 TA to lead KS1 nurture group.</p>	<p>Improved well-being, has a positive impact on progress and attainment of identified pupils. Pupils in KS 1 did not access nurture groups during the Autumn Term – these were due to take place during the Spring Term but adaptations have been made for 8.3.21 – see below.</p>
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To raise the quality of education by ensuring that targeted pupils receive high quality interventions.

Intent	Rationale	Implementation	Impact
To ensure that targeted pupils make accelerate progress on returning to school.	EEF research shows the positive impact that feedback can have with +8months gain made.	Additional TA recruited to provide immediacy of feedback to target pupils across KS2, run reading interventions and release the class TA to provide ELSA, phonics and FFT interventions.	<p>From baseline data, pupils make accelerated progress. AR scores improve. NFER scaled scores show an increase.</p> <p>Year 5 reading progress: AR progress 57% to 70% gains: TA inline with Spring 2020 at 70%.</p> <p>Year 5 maths progress: Arithmetic gains over 9 weeks + 6.2 from 5.4 out of 20 to 11.7 out of 20. TA inline with Spring 2020 at 60%</p> <p>Year 5 writing progress: - 3% on Spring 2020 attainment.</p> <p>TA* teacher assessment</p>
	EEF states that Switch on Reading (similar approach to Reading Recovery) has +3 months gains.	Pupils in Years 1 and 2 receive FFT on a 1:1.	<p>From baseline data, pupils show improved progress measures.</p> <p>The impact of this was not measured. The sessions had only recently begun during the Autumn 2 but stopped due to school closure.</p>

	<p>EEF states that phonics had +4 months gains. Pupils moving into Year 2 did not receive consistent teaching of phonics due to school closure.</p>	<p>Pupils in Year 2 receive small group interventions to support their application of phonics.</p>	<p>80% of pupils pass the phonics screening at the end of the Autumn Term. Pupils who do not pass the screening at the end of the Autumn Term pass the screening at the end of Year 2. For those who do not pass it, clear gains have been made in their raw scores.</p> <p>83% of pupils passed the phonics screening. Additional TA supporting pupils, resulted in significant gains. From 47% achieving 32 plus in October to 83% in December 2020.</p>																					
	<p>EEF research shows the positive impact of reading interventions linked to developing pupils' comprehension skills.</p>	<p>KS2 reading intervention</p> <ul style="list-style-type: none"> - LKS 2 Reading interventions. - UKS 2 reading interventions. 	<p>Pupils make clear gains in their 'growth' data on AR. Tracking shows</p> <p>Below data shows a three month period (Autumn Term) The additional TA targeted 4 pupils, allowing the class TA to support 2 EHCP pupils and 2 SEND pupils in Year 5.</p> <table border="1" data-bbox="1527 603 2021 698"> <thead> <tr> <th></th><th>Reading age gains.</th></tr> </thead> <tbody> <tr> <td>Focus group (4 pupils)</td><td>9 months gains</td></tr> <tr> <td>EHCP / SEND</td><td>8 months gains</td></tr> </tbody> </table> <table border="1" data-bbox="1392 746 2156 936"> <thead> <tr> <th>Autumn Term</th><th>Reading Age</th><th>ARE gains (Accelerated Reader)</th></tr> </thead> <tbody> <tr> <td>Year 3</td><td>+9 months</td><td>24%</td></tr> <tr> <td>Year 4</td><td>+ 8 months</td><td>14%</td></tr> <tr> <td>Year 5</td><td>+9 months</td><td>16%</td></tr> <tr> <td>Year 6</td><td>+ 8 months</td><td>14%</td></tr> </tbody> </table> <p>Average progress across the term (4 months) is 8 1/2 months.</p>		Reading age gains.	Focus group (4 pupils)	9 months gains	EHCP / SEND	8 months gains	Autumn Term	Reading Age	ARE gains (Accelerated Reader)	Year 3	+9 months	24%	Year 4	+ 8 months	14%	Year 5	+9 months	16%	Year 6	+ 8 months	14%
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<p>To ensure that targeted pupils make accelerate progress in phonics on their return to school (Spring 2 onwards).</p>	<p>EEF research shows the positive gains that smaller groups can have with +3 months gains made.</p> <p>This inline with the research linked to phonics, shows that gains of +4 months can be made.</p> <p>Low phonics attainment on baseline data.</p>	<p>Additional teacher in Key Stage 1 (0.4 days) leading targeted and phonics and early reading interventions.</p>	<p>On returning to school, pupils in Year 1 make accelerated progress from phonics baseline data and book bands.</p> <p>A greater percentage of pupils are on track to pass the phonics screening.</p>																					

To accelerate pupil progress through small group tuition			
Intent	Rationale	Implementation	Impact
To ensure that targeted pupils make accelerated progress in mathematics (Spring 2 onwards).	<p>EEF research shows the positive impact of small group tuition: +4 months.</p> <p>In school data shows a gap has developed in maths from statutory assessment points: Autumn 2020.</p> <p>Partial school closure during the Spring term.</p>	<p>Through in school assessments pupils are identified for small group tuition:</p> <ul style="list-style-type: none"> • Prior attainment • Pupil Premium <p>Through the NTP identified pupils access 15 sessions.</p> <p>Through the use of an outcomes document, there is a clear triangulated approach between the teacher, child and tutor.</p>	<p>From baseline data, pupils make accelerate progress.</p> <p>Through a triangulated approach, all parties are able to articulate the progress towards the outcomes.</p> <p>The gap diminishes.</p>

