

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

Any additions in blue were added in March 2021

Targeted Support: 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.	<p>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.</p> <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>An additional TA is recruited to release the school’s ELSA trained TA to facilitate nurture sessions to pupils in Key Stage 1.</p> <p>From the Spring Term, <i>additional</i> hours for KS 1 TA to lead KS1 nurture group.</p>	<p>Emotional literacy tool, reports positively on mental health and wellbeing.</p> <p>Children are able to articulate how to regulate and support their own mental health and wellbeing as a result of explicit teaching.</p> <p>Improved well-being, has a positive impact on progress and attainment of identified pupils.</p>

Targeted Support: 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.	From baseline data, pupils make accelerated progress. AR scores improve. NFER scaled scores show an increase.
	EEF states that Switch on Reading (similar approach to Reading Recovery) has +3 months gains.	<p>School’s InCo to train TAs to run 1:1 reading interventions for identified pupils.</p> <p>Assessment lead and class teachers identify targeted pupils to receive 1:1 intervention.</p> <p>Baseline assessments take place to measure the impact of the intervention.</p> <p>Pupils in Years 1 and 2 to receive 1:1 reading intervention.</p>	From baseline data, pupils show improved progress measures.

	<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>EEF research shows the positive impact of reading interventions linked to developing pupils' comprehension skills.</p>	<p>Additional hours paid for reading interventions for targeted pupils.</p> <p>'Book Club' style interventions take place to accelerate the progress of pupils in reading.</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.</p> <p>Tracking shows the impact of the 'Book Clubs' on reading ages and engagement in reading.</p> <p>Termly reading assessments, NFER, demonstrate scaled score progress.</p>
<p>To ensure that targeted pupils make accelerated 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 writing, phonics and early reading interventions.</p> <p>INCo to provide CPD to allocated member of staff.</p> <p>On their return to school, March 8th, pupils are identified for additional, targeted support.</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>
<p>To ensure that pupils make accelerated progress on their return to school.</p>	<p>EEF research shows the positive gains that smaller groups can have with +3 months gains made.</p>	<p>Additional teacher in Key Stage 1 (0.4 days) releases the school's DHT to lead targeted interventions across the school.</p> <p>From baseline data on pupils returning to school, pupils are identified.</p> <p>Small group intervention takes place during the time as the whole class lesson.</p>	<p>Pupils make accelerated progress from baseline data on their return to school from 8th March.</p>

Targeted Support: To accelerate pupil progress through small group tuition

Intent	Rationale	Implementation	Impact
<p>To ensure that targeted pupils make accelerated progress in mathematics (Spring 2 onwards).</p>	<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>The headship team identifies the NTP partner.</p> <p>Through the NTP identified pupils access 15 sessions.</p> <p>Through in school assessments pupils are identified for small group tuition:</p> <ul style="list-style-type: none"> • Prior attainment • Pupil Premium • SEND <p>Through the use of an outcomes document, there is a clear triangulated approach between the teacher, child and tutor.</p> <p>Class teachers have a clear understanding of the process and their expectations in working with the NTP to ensure all sessions are purposeful and meet the needs of the individual pupil.</p> <p>Parents have a clear understanding of the process and support the NTP.</p> <p>Sessions take place in school overseen by a member of staff.</p> <p>Pupils access the NTP through school Chrome Books.</p>	<p>From baseline data, pupils make accelerated progress.</p> <p>Through a triangulated approach, all parties are able to articulate the progress towards the outcomes.</p>

Wider Strategies: To raise the quality of education by ensuring all children have access to blended learning.

Intent	Rationale	Implementation	Impact
<p>Children have access to high quality blended learning.</p> <p>Pupils in KS 2 are able to use Google Classroom to access blended learning.</p>	<p>There is still a risk of localised outbreaks of coronavirus (COVID-19) or of small numbers of individual pupils being unable to attend school.</p> <p>If this is the case, pupils should have access to high quality education through a blended curriculum.</p>	<p>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.</p> <p>The school will purchase dongles/ SIM cards.</p>	<p>Pupils are able to use Google Classroom with confidence when isolating; therefore accessing their curriculum.</p> <p>Staff are able to use the Chrome books to set work if isolating.</p> <p>Through the use of home learning, parents are able to support their children in using Google Classroom.</p>

<p>Teachers and TAs are able to provide high quality blended learning.</p>	<p>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.</p> <p>To ensure that pupils have access to the full curriculum, the school will provide a mirrored curriculum.</p>	<p>Staff receive training on how to set work, upload videos and provide feedback on Google Classroom.</p> <p>Videos are completed to support parents and carers in supporting their children.</p> <p>KS 2 home learning is set and completed using Google Classroom.</p> <p>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.</p> <p>The school updates its User Agreements so pupils and parents are clear on the use and expectations of Chrome books.</p>	<p>All children are able to have access to the internet or devices if their bubble has to isolate.</p> <p>Pupils who access the NTP are able to engage in the 15 online sessions.</p>
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