

Catch-up Premium Strategy 2020-2021

School's name		Date	September 2020
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'Catch up' Planning Statement

The government has announced £650 million will be shared across state primary and secondary schools over the 2020/21 academic year. This is expected to equate to approximately **£80 per pupil**.

Whilst head teachers will decide how the money is spent, the government expects this to be spent on small group tuition for whoever needs it.

This one-off grant to support pupils in state education recognises that all young people have lost time in education as a result of the pandemic, regardless of their income or background.

Separately, a National Tutoring Programme, worth £350 million, will increase access to high-quality tuition for the most disadvantaged young people over the 2020/21 academic year. This will help accelerate their academic progress and prevent the gap between them and their more affluent peers widening.

Please complete this planning tool to identify groups of pupils who may require additional tuition. The funding is not available for interventions that remove pupils during the lessons and should only be targeted at morning, lunch or afterschool learning that is additional to the core teaching offer. The Education Endowment Foundation also has a [published guide](#) to help school leaders and staff decide how to use this funding to best support their pupils and their outcomes. The [Toolkit](#) provides an evaluation of the various tested programmes.

[The National Tutoring Programme](#) is designed to reach up to two million of England's most disadvantaged children.

School's universal catch-up premium fund (total amount)	£ 33,200		Number	Percentage
Total number of pupils on roll	NOR = 415	Pupils eligible for the pupil premium/ disadvantaged	35	8.4%
		Pupils eligible with SEND	46	11%
		Pupils eligible who are LAC and/or PLAC	0	0
National Tutoring Programme	Tutors - FTE= £		Academic Mentors – FTE = £	

Barriers	
Academic	
1.	Summer Term phonics and reading for children in Year 1, Year 2 and Year 3 limited due to lockdown, children need extra support to reach phonic threshold
2.	Learning disrupted in core areas of the curriculum (reading, writing and maths) puts children in upper key stage 2 at risk of not reaching potential.
3.	Learning disrupted in core areas of the curriculum (reading, writing and maths) puts children in Year 1 to 4 at risk of not reaching potential.
Behaviour and Attitudes	
4.	Low level disruption in class has an impact on the progress, personal social and emotional needs are greater due to lockdown and impact on society.
Personal development (including social and emotional health and wellbeing)	
5.	Children need time to recovery from impact of Covid-19 challenges. Children are anxious about returning to school, separation and routines.
6.	Children entering Reception personal development lack of speaking and language skills due to missed opportunities in the summer term at a vital stage of their development
Date(s) of review(s) and impact of catch-up premium funding:	Autumn: Dec 2020 Full Governors Spring: April 2021 Full Governors Summer: July 2021 Full Governors

Catch-up Premium:		Academic				
		Objective 1: To improve children's phonic ability in Years 1, 2 and 3 through targeted small group intervention.				
<p>Reasons for the approaches taken: Phonics assessment needs to be completed for Year 2 pupils by the end of the year. Phonics has been shown to be a very effective approach for young readers (4-7 year olds), though it is usually embedded as part of a balanced approach (EEF 2017)</p> <p>Success criteria – By December 2020 at least 80%+ (82% NA) of Year 2 pupils have reached the Phonics threshold, by April 2021 90% of Year 2 pupils to reach threshold.</p>						
Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar	
1	Summer Term phonics and reading for children in Year 1, Year 2 and Year 3 limited due to lockdown, children need extra support to reach phonic threshold	1. Purchase Phonic Tracker	September 2020 JD	CR / JY to monitor progress of pupils through tracker.	£600	
		2. ICT suite utilised as a teaching space for small group interventions.	September 2020 KS1 Team	CR / JY check space and interventions are in place.	No cost	
		3. Assess all children in Year 1 and 2 and selected children in Year	September 2020 baseline assessment ST and LG	ST / LG to feedback baseline results to CR	£15,795	
		4. Set up booster groups and start small group intervention.	Autumn Term 2020	CR to monitor planning and phonics tracker.		
		5. Intensive teaching phonics in Blossom Room.	Autumn Term 2020	CR to monitor planning and phonics tracker.		
		6. Support for current Year 3 pupils who did not achieve threshold in June 2020.	Autumn Term 2020	CR to monitor planning and phonics tracker.		
	<i>Percentage of children reaching phonics threshold is in line with NA (Year 1 June 2021)</i> <i>In Year 2 80%+ children reach phonic threshold by Dec 2020.</i> <i>In Year 1 90%+ children reach phonic threshold by June 2021</i> <i>In Year 3 85% to reach expected standard in reading and 35% WAGD.</i> <i>In Year 2 77% (75% NA) to reach expected standard in reading and 27% (25% NA) WAGD</i> <i>In Year 1</i>					

Catch-up premium plan: **Academic**

Objective 2: To increase the percentage of children on track to achieve expected and WAGD so that children make expected or better progress from KS2 assessments. Small group teaching, catch up programme.

Reasons for the approaches taken: There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy EEF. Tuition delivered by qualified teachers is likely to have the highest impact

Success criteria – Children make good progress from end of year assessment point Summer 2019, use Spring 2020 data as an additional indicator. Autumn / Spring Progress review meetings show progress towards targets. Summer 2021 statutory results used as indicator of success.

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
2 Learning disrupted in core areas of the curriculum (reading, writing and maths) puts children in upper key stage 2 at risk of not reaching potential. <i>Investigate other Interventions</i> onebillion: app-based maths learning Abacadabra (ABRA)	<i>In Year 6 – 75-80% of children working at combined expected. 85% Reading 40% WAGD</i>	1. Identify children who are not reaching potential (expected and WAGD)	<i>DS / CL Year 6 FA / KB Year 5 September / October 2020</i>	<i>Lists to JY, which children would benefit from tutoring programme.</i>	<i>School to pay 25% of tutoring costs</i>
	<i>In Year 5 – 75-80% of children working at combined expected 90% Reading 40% WAGD</i>	2. Maths Teaching in Autumn 1 to focus on 'Ready to progress' criteria.	<i>Class teachers in Upper KS2 and HLTA support. Autumn 1</i>	<i>Assessment tracking</i>	<i>No cost</i>
	<i>Boys reading in Year 6 78% expected and 39% WAGD</i>	3. Assessment tracker used to inform where additional intervention needed. CPD for staff.	<i>September / December 2020</i>	<i>Assessment tracking Feedback to gobs</i>	<i>Assessment Tracker £1200</i>
	<i>Girls maths in Year 6 83% at expected and 33% WAGD</i>	4. National tutoring program set up to support children close the gap.	<i>November 2020</i>	<i>Assessment tracking Children supported</i>	<i>25% of costs covered by the school TBC</i>
		5. Summer / Easter Provision to support	<i>Spring 2021 / Summer 2021</i>	<i>Assessment tracking</i>	<i>Cost of staff to run programmes</i>

Catch-up premium plan: Academic Objective 3 –						
Accelerated progress to close the gaps in learning for pupil in Key Stage 1 and Lower Key Stage 2 through Reading, Writing and Numeracy Intervention						
Reasons for the approaches taken: EEF - Our evaluation found that pupils who received 1stclass@number made, on average, two additional months' progress in maths. This result has a high security rating.						
Success criteria – The vast majority of pupils make expected progress, should in pupil progress meetings and new tracking system.						
Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar	
3	Learning disrupted in core areas of the curriculum (reading, writing and maths) puts children in Year 1 to 4 at risk of not reaching potential. Consolidation of Term 1 and 2 plus teaching new materials for Summer Term <i>Look at additional numeracy support Success@Arithmetic - Teacher and TA-led programmes for up to 3 pupils who need help to master the understanding and procedures for calculations.</i>	90% of children are on track to reach expected progress in core subjects.	1. Identify children in the Autumn / Spring Term	Class Teachers	<i>JY pupil progress meetings Assessment tracking</i>	<i>Cost of Insight Assessment Tracker £1200</i>
		Percentage of children with combined expected and WAGD is above NA for each year group.	2. 1 st Class@Number and Numbers Count support intervention	RT – Ongoing numeracy intervention	<i>JY pupil progress meetings Assessment tracking</i>	<i>Additional TA time PMc / KB</i>
		Insight Assessment Tracker	3. Use Maths Intervention through use of Power Maths Summer Home Edition to ensure children are on track by September 2021	RT – CPD to share resources. Possibility of summer intervention or after school provision.	<i>JY pupil progress meetings CPD records</i>	<i>Cost of Power Maths materials</i>
			4. Additional support for reading at Year 3 and 4 to ensure pupils are on track to make expected progress.	DS (Literacy)	<i>JY pupil progress meetings Assessment tracking</i>	<i>Additional TA time PMc / KB</i>
			5. Literacy and numeracy assessments in place to measure progress in terms of reading and maths age.	RT (Numeracy) / DS (Literacy)	<i>JY pupil progress meetings Assessment tracking</i>	<i>Cost of additional assessments £1,000</i>

Catch –up premium plan: **Behaviour and attitudes**
Objective 4 -

Reasons for the approaches taken: Interventions might focus on other aspects of learning, such as behaviour or pupils’ social and emotional needs. To raise achievement schools may need to work hard on the social-emotional aspect of learning as they do on the academic aspect (Deborah D. Brennan 2015 Education Leadership-Improving Schools What Works Vol 72 Issue 5 Feb 2015)

Success criteria – Staff confidence in overall behaviour, the number of behaviour incidents reduces and the impact on learning is minimal.

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar	
4	<p><i>Children behaviour becomes a barrier to learning for the pupils. Some children have an increased difficulty in social, emotional and behavioural development.</i></p> <p><i>Behaviour Interventions to support pupils who have barriers to learning. Behaviour Box Anger Gremlins</i></p>	<p><i>Intergris incident reports, frequency.</i></p> <p><i>Staff confidence to deal with challenging behaviour.</i></p>	1. Behaviour policy adapted to suit the needs of children and offer support for staff in school.	<i>RT (SLT) revision and rewrite policy September 2020</i>	<i>Policy shared with governors RT to give regular feedback to governors.</i>	<i>No additional funding</i>
			2. Additional CPD for staff in supporting children’s behaviour.	<i>Team Teach (SLT members to attend October 2020) Behaviour Box training for Tas (October 2020)</i>	<i>AF Training records RT Training staff on use of behaviour resources.</i>	<i>£600 (not all from CatchUp) No additional cost, Behaviour Box / Anger Gremlins already in school.</i>
			3. Additional support and alternative curriculum for pupils with social, emotional and behaviour barriers.	<i>Additional Nurture support. Multi-sensory spaces for pupils. Outdoor learning opportunities.</i>	<i>RMC to monitor changes to the school environment. Breaston in Bloom to support changes to John’s Garden.</i>	<i>£10,000 (not all from CatchUp, some funding from PP) additional budget to provide multi-sensory space and additional nurture. TA outdoor learning timetable</i>
			4. Additional support for behaviour from DCC or external provider. Step4Ward for schools Collins – Donnelly Consultancy	<i>RT / JY</i>	<i>Feedback to governors</i>	<i>As above</i>

Catch-up premium plan: **Personal development**

Objective: To support the return of children to school with personal development, social and emotional needs. Prepare children for any further lockdown or remote learning.

Reasons for the approaches taken: Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours (EEF) Plus three months progress.

Success criteria – Children settle quickly back into school routines. Attendance for pupils is in line with previous years and the gap is closed for potential groups at greater risk of underachievement, boys reading and disadvantaged.

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar	
6	Children need time to recovery from impact of Covid-19 challenges. Children are anxious about returning to school, separation and routines. Some children will need further personal support to access learning.	The majority of children to settle into routines quickly. Barriers to learning are removed, children feel confident.	1. Questionnaire sent out to judge some of the impact of the time off.	<i>July 2020</i>	<i>Feedback given to RMC committee (October 2020)</i>	No cost
		Attendance is back to normal 96.5% - 97.5%. Attendance of boys is in line with NA and the gap is closed between girls and boys.	2. Topic planning replaced by focus around PSHE, whole school focus (why we can't hug, worries, change, celebrating differences)	<i>Class Teachers</i>	<i>JL / RT / DS to monitor plans</i>	Cost of additional books and resources £400
		The number of persistent absenteeism is reduced, attendance for disadvantaged is in line with NA and the gap is closed against other children in the school.	3. Additional Nurture opportunities	<i>RT</i>	<i>Governor to monitor through visit to nurture.</i>	£10,000 as stated above to support behaviour
			4. Attendance of pupils shows that children feel settled at school. Update policy Early Help in place to support vulnerable groups. ChildrenFirst support interventions for families.	<i>AF</i>	<i>Attendance feedback to governors in HT report</i>	ChildrenFirst Costs

Catch-up premium plan: Personal development Children have the opportunity to develop speaking and language skills through the Nuffield Early Language Intervention Programme

Reasons for the approaches taken: The Nuffield Early Language Intervention has been proven effective at improving children's language skills, which are essential for building the foundations of literacy and learning. It is necessary now more than ever, as schools try to help pupils most at risk of falling behind. Three to five weekly sessions are delivered to small groups of children with relatively poor spoken language skills. The 20-week programme is delivered in reception only (Plus 4 Months Progress – Low cost intervention)

Success criteria – Children achieve the Early Learning goals for Communication, language and literacy leading to an increase in the number of children achieving a Good Level of Development. Positive effect on children achieving Early Learning Goal in Reading and Writing.

Barrier	Desired outcome. How it will be measured.	Actions	Timescales (include milestones) Person responsible.	Monitoring and evaluation	Amount of funding to be spent and from which source: Universal fund Tutor scheme/pillar Academic mentor scheme/pillar
7	<p><i>The impact of pupils missing the summer term at preschool and at a lower starting point in terms of Early Language Development.</i></p> <p><i>85% plus of children reach Early Learning Goal (expected) in Listening and Attention, Understanding and Speaking.</i></p> <p><i>This leads to at least 70% of children reaching a good level of development.</i></p>	<p><i>1. Apply to be included in the pilot scheme introduced by the government as part of the catch up programme for school.</i></p>	<p><i>CR September 2020</i></p>	<p><i>Offered place on programme.</i></p>	<p><i>Free training, cost of release time for staff members.</i></p>

Review of the impact of the strategy				
		How the money was spent: Barriers and actions taken to overcome them.	The impact of the strategy: To what extent the barriers were overcome. To include outcome data.	Lessons learned: What did/did not work and why.
1.	Ac.	<i>Brief recap for each barrier.</i>	<i>Note the efficacy of the interventions and the extent to which the barriers were overcome. Evidence with data where appropriate.</i>	<i>Identify the approaches that were successful. Explain why they achieved the desired outcome. Identify the actions that were not successful. Explore what went wrong and determine whether it was the approach or the implementation that led to this outcome.</i>
2.				
3.				
4.	B A			
5.				
6.	P D			
7.				