



Catch Up Plan

Funding allocation:

Mainstream Schools' allocations have been calculated on a per pupil basis, providing each school with a total of £80 for each pupil from reception through to Year 6.

Payments:

This funding will be provided in 3 tranches. The DFE provided schools with an initial part payment in autumn 2020, based on the latest available data on pupils. They will then distribute a second grant payment in early 2021, based on updated pupil and place data from the October 2020 census. 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 can 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. 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 DFE's 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, school governors and trustees will scrutinise the schools' approach to catch-up from September, including their plans for and use of catch-up funding.

This will 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)

No. of Pupils	208
No. of Disadvantaged Pupils	17
Catch-Up Premium allocated	£9710 + £6930 = £16640
Published Date	March 2021
Review Date	September 2021
Statement created by	Mrs S Burgess
Governor Lead	Mrs M Rogers (Chair)

Number of children in each cohort

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year6
Number of pupils	31	30	31	28	28	28	32
Number of disadvantaged Pupils	2	4	1	1	2	2	5

Strategy and Context:

Our proportion of disadvantaged pupils across the school is relatively low compared to both the local and national picture at 8%.

- The vast majority of children from Nursery to Year 6 engaged with the detailed online learning that the school provided via the school website during lockdown 1 from March – June. Again with the lockdown in January-March 21 engagement levels were very high with the new platform-Google Classroom

- In the second lockdown almost 100 pupils attended school every day. This enabled face to face teaching and those pupils that were still isolating at home carried on accessing the home learning on Google Classroom.
- School was fully closed over the summer and Christmas holiday period which meant that no school based or remote learning was set. From a school management point of view 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 will be a very stressful and tiring term in Autumn 2020 and Spring term 2021 with renewed energy and professional focus.
- Upon re-opening in September 2020 and March 8th 2021 we had an excellent response to children coming back to school. Attendance was stable across all year groups upon return at 94% in September and 100% in March 2021. We had low numbers of children who required some health and well-being support. Staff have been pleasantly surprised at how much our pupils retained during both lockdowns, perhaps a result of the high engagement levels with our on-line learning provision.
- As a management team we discussed the weakness of our on-line provision and decided to implement a new platform. We chose to use Google classroom because it afforded the staff some type of face to face contact on a daily basis with their pupils. Setting Google classroom up was a difficult task but this platform was ready to go by September. Google classroom really came into its own when bubbles had to be sent home in late September/early October and then again for the national lockdown in January 2021.
- As a staff we agreed to settle children back for the first few days following both lockdowns. We also agreed that good quality teaching would form the main thrust of our recovery curriculum. We felt that teachers were best placed to ascertain gaps in knowledge as they went through their day to day formative assessments. Our collective strategy was to focus on addressing gaps in Reading, Writing and Mathematics initially and then the foundation subjects. At this point staff would be able to ascertain where pupils have regressed in terms of their learning and feed this back to the SMT. The SMT will then analyse and plan how best to provide support and interventions across Reading, Writing and Mathematics in order to identify children to catch up in their areas of greatest need.
- It was agreed that the Catch up Premium will be targeted at year 1, 5 and 6 to provide support and intervention.

Steps linked to PM

STEPS	Actions	Cost
1. Agree the academic aspects for curriculum focus	<ul style="list-style-type: none"> Meet with SLT and staff and agree curriculum focus: Initially reading (including phonics) number; secondly EGPS 	£0
2. Review the mental health and wellbeing needs of all pupils	<ul style="list-style-type: none"> Meeting with each member of staff identifying pupils causing concerns L.Mc to increase contact with vulnerable families and arrange parent meetings 	£0
3. Read through the EEF planning guidance on the use of Catch-up funding	<ul style="list-style-type: none"> All members of staff read the EEF guidance and government guidance and together decide on possible options for the use of the funding 	£0
4. Identify which pupils are 'eligible' for the 'catch-up' funding in each year group.	<ul style="list-style-type: none"> Staff agree which assessments are used to identify pupils in most need academically Initial Teacher Assessments carried out in first two weeks. Formal Assessments are carried out by November 30th 2020 and outcomes shared with SLT. Further assessments in Spring and Summer and Pupil Progress meetings held. Each class teacher identifies from the assessments the groups/ individuals that need additional support Staff make provisional suggestions for catch-up for their class including outcomes from the discussions re mental health and well-being 	<p>£2720 IH 2 days a week Yr 6</p> <p>£9360 NB additional TA support in Yr 5</p>
5. Identify Year 2 and Year 3 pupils who have not achieved the phonics knowledge expected	<ul style="list-style-type: none"> Review pre lockdown (March 2020) phonics records of year 1 (current Year 2) and year 2 (current Year 3) pupils Agree programme of phonics catch up until agreed assessment date in Autumn 2 The outcomes of this assessment will form the basis of actions for the spring term 	<p>£4560 CT 1 day a week Yr1,2 and 3</p>
6. Agree with teachers the 'missing' curriculum and how this is to be addressed and by whom . Using this information, write catch-up plans for each year group with actions, intended outcomes and costings.	<ul style="list-style-type: none"> By half-term discussions have taken place with each teacher, gaps identified and catch-up plans formulated for each class (possibly built up termly) <p>(Catch-up plans will be an objective for each teachers' 'PM for 2020-21)</p>	Termly costs – see Catch up plans
7. Ensure governors are able to monitor the outcomes of plans (termly).	See plan below.	

Governors' monitoring plan

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number in cohort	31	30	31	27	28	29	32
Focus for Catch up Teaching	Phonics training on new scheme Speech and Language group work Catch-up Literacy Flashback Four Maths	Phonics and Reading intervention 1 day a week Supply Teacher Additional TA support Phonics training on new scheme Catch-up Literacy Flashback Four Maths	Additional TA support Phonics training on new scheme Catch-up Literacy Flashback Four Maths	Phonics training on new scheme Catch-up Literacy Flashback Four Maths	Catch-up Literacy Flashback Four Maths	English and Maths small group support 1 day a week Supply Teacher Additional TA support Catch-up Literacy Flashback Four Maths	English and Maths small group support 1 day a week Supply Teacher Catch-up Literacy Flashback Four Maths
Focus for Catch Up Targeted Support	SALT screener WELLCOMM	SALT screener Phonics screener	Phonics screener SSRT Precision Grids Fast Track Phonics	Phonics screener Dyslexia screener where needed SSRT SPAR Precision grids Visual Stress Tests	Dyslexia screener where needed SSRT SPAR Precision grids Visual Stress Tests	Dyslexia screener where needed SSRT SPAR Precision grids Visual Stress Tests	Dyslexia screener where needed SSRT SPAR Precision grids Visual Stress Tests
Focus for Catch Up Wider strategies	Hello Yellow Mental Health Awareness	Hello Yellow Mental Health Awareness	Hello Yellow Mental Health Awareness	Hello Yellow Mental Health Awareness	Hello Yellow Mental Health Awareness	Hello Yellow Mental Health Awareness	Hello Yellow Mental Health Awareness
Term 1 Comments	Reading:67/19 Writing:57/22	Reading:77/23 Writing:70/20	Phonics – 6 children who	Phonics – 6 children who	Reading:89/25 Writing:86/14	Reading:67/25 Writing:71/18	Reading:81/25 Writing:88/16

	Number:64/16	Maths:77/17	did not pass the screener chosen for fast track phonics Reading:77/19 Writing:77/13 Maths:74/16	did not pass the screener chosen for fast track phonics Reading:70/19 Writing:74/15 Maths:81/22	Maths:90/28	Maths:64/21	Maths:84/25
Term 2 Focus for Catch Up Teaching	Phonics training on new scheme Speech and Language group work Catch-up Literacy Flashback Four Maths	Phonics and Reading intervention 1 day a week Supply Teacher Additional TA support Phonics training on new scheme Catch-up Literacy Flashback Four Maths	Additional TA support Phonics training on new scheme Catch-up Literacy Flashback Four Maths	Phonics training on new scheme Catch-up Literacy Flashback Four Maths	Catch-up Literacy Flashback Four Maths	English and Maths small group support 1 day a week Supply Teacher Additional TA support Catch-up Literacy Flashback Four Maths	English and Maths small group support 1 day a week Supply Teacher Catch-up Literacy Flashback Four Maths
Focus for Catch Up Targeted Academic Support	NELI Blank Level Grps (SALT) WELLCOMM Phonics boost grps	Blank Level Grps (SALT) Phonics boost grp Speech packs Emotions work 1:1	Phonics screener SSRT Fast Track Phonics Speech packs Precision Grids	Dyslexi-kit & MSL SSRT Fast track phonics Precision grids	SSRT Precision grids Dyslexi-kit & MSL OT intervention SALT interventions	SSRT 1:1 Maths and English Dyslexi-kit & MSL OT intervention Precision grids	SSRT 1:1 Maths and English Dyslexi-kit & MSL SALT interventions Precision grids

Focus for Catch Up Wider strategies	Mental Health Awareness Week	Mental Health Awareness Week	Mental Health Awareness Week	Mental Health Awareness Week	Mental Health Awareness Week	Mental Health Awareness Week 'Mental Toughness' intervention	Mental Health Awareness Week
Term 2 Comments	Concerns about fine motor skills – Pegs to Paper purchased (£900) Reading:61/19 Writing:61/16 Number:61/23	Reading:77/23 Writing:70/20 Maths:77/17	Reading:71/16 Writing:74/10 Maths:71/9	Reading:75/21 Writing:71888 Maths:79/21	Reading:90/24 Writing:86/17 Maths:90/28	Reading:64/29 Writing:71/25 Maths:68/32	Reading:78/22 Writing:84/19 Maths:81/22
Term 3 Focus for Catch Up Teaching	Phonics training on new scheme Speech and Language group work Catch-up Literacy Flashback Four Maths	Phonics and Reading intervention 1 day a week Supply Teacher Additional TA support Phonics training on new scheme Catch-up Literacy Flashback Four Maths	Additional TA support Phonics training on new scheme Catch-up Literacy Flashback Four Maths	Phonics training on new scheme Catch-up Literacy Flashback Four Maths	Catch-up Literacy Flashback Four Maths	English and Maths small group support 1 day a week Supply Teacher Additional TA support Catch-up Literacy Flashback Four Maths	English and Maths small group support 1 day a week Supply Teacher Catch-up Literacy Flashback Four Maths
Focus for Catch Up Targeted Support	NELI Blank Level Grps (SALT) WELLCOMM	Blank Level Grps (SALT) Phonics boost grp	Phonics screener SSRT	Dyslexi-kit & MSL SSRT	SSRT Precision grids Dyslexi-kit & MSL	SSRT 1:1 Maths and English	SSRT 1:1 Maths and English

	Phonics boost grps	Speech packs Emotions work 1:1	Fast Track Phonics Speech packs Precision Grids	Fast track phonics Precision grids	OT intervention SALT interventions	Dyslexi-kit & MSL OT intervention Precision grids	Dyslexi-kit & MSL SALT interventions Precision grids
Focus for Catch Up Wider strategies	Transition	Transition	Transition	Transition	Transition	Transition Feel Good Fridays	Transition to High School Feel Good Fridays
Term 3 Comments	Reading:71/26 Writing:67/16 Number:71/16	Phonics prediction – 70% Reading:76/27 Writing:73/21 Maths:80/17	All 6 children who had Fast Track Phonics screener passed Phonics test Reading:71/23 Writing:71/16 Maths:77/19	5 out of 6 children who had Fast Track Phonics passed the phonics screener Reading:75/29 Writing:75/18 Maths:89/29	Reading:90/28 Writing:86/21 Maths:90/34	Reading:75/32 Writing:79/25 Maths:79/32	Reading:94/50 Writing:84/28 Maths:84/28