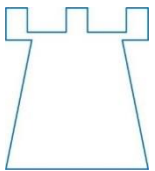


Catch – Up Funding 2020-2021

Spending Plan – Reviewed March 2021



PLANNING AND USE OF CATCH UP FUNDING

From September 2020 the DfE will be providing funding for schools to support children and young people to catch up. This includes a one-off universal catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time due to the Coronavirus pandemic.

The funding will be allocated on a per pupil basis of £80.

In September 2020 will have 99 children on roll, so will expect to receive £7,920.

Funding will be provided in 3 tranches. An initial part payment in autumn 2020, then a second grant payment in early 2021, based on updated pupil data.

The second grant payment will also take account of the initial part payment made in autumn 2020, we will receive a total of £46.67 per pupil across the first 2 payment rounds. 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. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.


We will use this funding for specific activities to support our pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.

To make the best use of this funding we have identified a range of strategies highlighted in the Education Endowment Foundation 'Support Guide for Schools', this has suggested evidence-based approaches to catch up for all students. This follows their tried approach.


Reviewed:

- * This plan was reviewed following the national lockdown from January 2021 to March 2021.
- * Adjustments have had to be made due to further reduction in classroom learning.

Catch Up Premium Plan 2020-2021

Intent (What we hope to achieve)	Implementation (How we will achieve our intent)					Impact (Of actions taken)	Inform (Our next steps)
	Action /Strategy	Focus Group	Responsibility	Time scale	Costing		
Teaching strategies - supporting a wide range of outcomes, including academic, wellbeing and confidence. 							
Ensure every teacher is supported and prepared for the new academic year.	Additional in class teaching assistant support.	Years 1 and 2	Bev S	All year	£4,350	<ul style="list-style-type: none"> Staff feel confident in school's safety procedures. Positive start to the school year. Google classroom set up and in use by all teachers. 	
Provide professional development opportunities, e.g. to support effective use of technology.	Develop the use of Google classroom across the school through focused CPD.	All staff and chd	Danielle P	Autumn 2020	£1,500 DfE extra funding		
Provide training on any organisational or logistical changes to school life.	Staff meeting for all start at the start of the school year.	All staff	Bev S	Sept 2020	-		Continue regular updates to staff.
Offer additional support and mentoring to early career teachers, who may have had opportunities to develop their practice curbed by partial school closures.	Provide extended PPA allocation to Angie Bastow and additional CPD opportunities, such visits to alternative KS1 settings, training courses. Alternate weekly sessions – full morning.	Angie B	Bev S	All year	Part of current contract	<ul style="list-style-type: none"> Variety of opportunities accessed. NQT awarded, additional supply time allocated. 	Future NQT considered to support large Yr 5/6 cohort.
Set aside time to enable teachers to assess pupils' wellbeing and learning needs.	Initial focus on well being at start of the year. Integrated into curriculum coverage and RSE. Links to baseline assessments.	All classes	All staff	As required	Timetable	<ul style="list-style-type: none"> Children demonstrate higher levels of engagement Playtime fallouts are reduced Teaching time can be spent teaching 	Additional time allocated within the curriculum for 2021-2022.
Provide pupils with high-quality feedback, building on accurate assessment.	Review of Feedback Policy	All staff	Bev S	Sept 2020	Staff meeting	<ul style="list-style-type: none"> Updated feedback policy. 	
Plan and provide transition support, e.g. running dedicated transition events,	Sessions allocated to all years groups in July	All year groups	Bev S	July 2020	Staff volunteer	<ul style="list-style-type: none"> Children return to school and 	Transition arrangements for Year 6 – Year 7

Catch Up Premium Plan 2020-2021

Intent (What we hope to achieve)	Implementation (How we will achieve our intent)					Impact (Of actions taken)	Inform (Our next steps)
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either online or face-to-face.	New starters sessions on August 25 th and 27 th . Online sessions weekly in June / July.	Years 3 / 4	Danielle P			attendance is at or above national.	children to be implemented.
Focus transition events on sharing information about the school or running activities designed to make pupils feel comfortable in school.	Transition visits in July and August focus on wellbeing and rebuild relationships. Led by new term class teachers.	All year groups	Class teachers	July 2020	-		
Use assessment to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils with receiving schools.	Assessment baseline to be completed at the start of the school year. Teachers to be allocated non-contact time for analysis.	All chd	Class teachers	Sept 2020 Dec 2020	Rising Stars £500 in Sept (£500 in Dec – not extra)	<ul style="list-style-type: none"> Progress tracked over time Gaps in knowledge can be identified and acted upon. Tracking system will reflect attainment and progress and high standards will be maintained 	Gap in progress identified through Spring term assessment and future planning in the summer term.
Targeted support - ensuring that tuition/intervention is guided by the school, linked to the curriculum and focussed on the areas where pupils would most benefit from additional practice or feedback.							
Ensure tuition group sizes are small or that tuition is offered on a one-to-one basis.	TAs to support 1:1 or small groups from Years 1 to 6.	Yrs 1-6	Bev S	All year	£2700	<ul style="list-style-type: none"> Focussed sessions which are targeted to need. Progress will be reviewed in line with assessments to ensure correct 	
Have tuition delivered by qualified teachers; however, tuition delivered by tutors, TAs or trained volunteers can also be valuable.	Increase GTA hours for Andrea Priestly to support interventions in Years 1-4. Rona Campbell - hours in Years 1 and 2 to be linked to intervention as well as in class support.	Yrs 1-6	Bev S	All year	As above		

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	Daisy Bennett to support Years 5/6 with interventions.					focus is maintained.	
Ensure literacy and numeracy are focussed on. Ensure programmes meet the specific needs of pupils.	TAs work alongside teachers to have clear aims and objectives for the sessions. Regular feedback sessions.	Yrs 1-6	Class teachers	All year	£720	Shine intervention package purchased	Shine interventions to continue.
	Interventions are based on initial assessment and will be followed by further assessment, to ensure that support is well-targeted. Use of Rising Stars SHINE to identify gaps in learning and offer focused interventions.						
	Focus on other aspects of learning, such as behaviour or social and emotional needs, where required.						Curriculum to be reviewed
Ensure TAs who are delivering interventions are trained in the specific content and approaches.	Provide in school and external CPD for TAs as appropriate to their role.	TAs	Bev S	All year	£200 CPD	<ul style="list-style-type: none"> Staff confidently delivering interventions. Children making good progress. 	
Extend the length of the school day to provide additional support to pupils.	Offer breakfast / after school sessions to those children where additional opportunities would be beneficial. They will be regular sessions over a sustained period and consistently delivered.	Yrs 1-6	Class teachers	All year	Teacher directed time (no extra cost)		
Ensure any extension of the school day is supported by parents and staff.	Communicate with individual parents about offered breakfast / after school sessions. (Class Dojo and direct email)	Yrs 1-6	Class teachers	All year	-	Virtual parents evenings in spring (summer?)	Use of google classroom
Wider strategies - making sure the school and families continue to work together.							
Provide additional pastoral support to families	Provide regular and supportive communications with parents, especially to increase attendance and engagement with learning. Use of weekly newsletters, class dojo and direct emails.	Yrs 1-6	Class teachers	July 2020	£100 extra resources	Parents informed.	

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	Provide additional books and educational resources to families over the Summer holidays (resource packs given to all families whose children were not in school in July).						
Invest in additional technology, by improving the facilities available in school.	School to sign up for the Google Classroom suite to promote remote learning opportunities. Laptops were lent to those parents who did not have easy access to it for their children.	All year groups	Bev S Danielle P	July 2020 All year	-	<ul style="list-style-type: none"> Provision of effective learning opportunities for children of all ages Independent activities to allow children to learn without overly relying on parental input 	
Ensure the elements of effective teaching are present when using technology.	Provide clear explanations and feedback to online learning. Use of class dojo.	Yrs 1-6	Class teachers	All year	-	<ul style="list-style-type: none"> Teacher workload reduced. Parent survey demonstrates satisfaction 	
Providing support and guidance on how to use technology effectively.	Offer support to all parents, children and school staff to enable use of technology.	All year groups	Danielle P	All year	DfE funding		
Total Spend					£8,570	Plus additional £1,500 from DfE for IT development (G-Suite)	