COVID19 Catch-Up Premium Action Plan

2020 -2021

Rationale

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million 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. Alongside the universal catch-up premium, the government are also launching a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.

Funding allocation

Schools' universal catch-up funding allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

Class	Pupil Numbers
Reception	26
Year 1	27
Year 2	39
Year 3	42
Year 4	46
Year 5	42
Year 6	49

Use of funds

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 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.

To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

Total Funding: £23,360

Universal Catch-Up Premium
Teaching and Whole School Strategies

Strategy/Objective	EEF Teaching and Learning Toolkit strand	Spend	Key Leavers and Actions	Milestone 1 December 2020	Milestone 2 April 2021	Desired Outcome Milestone 3 July 2021
Priority 1 – Embedding high-quality teaching for all						
Embedding Rosenshine Principles	Teaching	3x sessions on Rosenshine per term for 14 teachers = £2500/ year	• CPD: Small steps Modelling Scaffolding Questioning	Increase in overall pupil achievement and achievement for PP in line with school targets Apart from *Y5, due to bubble closure and teacher absence; see Autumn assessment summary*	Increase in overall pupil achievement and achievement for PP in line with school targets	Progress is accelerated across groups leading to increased numbers of pupils achieving ARE in line with school targets.

Remote Learning	Teaching	3x sessions on Rosenshine per term for 14 teachers = £2500/ year	• Continuity of Learning Strategy via Chromebooks • Home learning strategy via Chromebooks • Staff training	Delivery of assets to all pupils *All KS2 pupils have a Chromebook* ~~Introduction of SWAY home learning strategy~~ *- EEF Toolkit research introduced new home learning rather than traditional homework. This is now to be rolled out alongside Remote learning through lockdown.*	Introduction of TEAMs home learning strategy	95% weekly engagement with home learning (activate; practise; reflect in line with EEF best practice)
Conscious Discipline	Teaching	3x sessions on Rosenshine per term for 14 teachers = £2500/ year +Leadership cost	• Purchase resources and distribute • CPD and support to embed • Monitoring and evaluation of impact	Completion of relevant training as per M&E calendar, e.g. Zones of Regulation training Pupil voice measures and behaviour data	Completion of relevant training as per M&E calendar, e.g. Restorative conversations training Pupil voice measures and behaviour data	Pupil attitudes survey (PASS) shows 95% of pupil responses GREEN

			• Leadership time	measures in line with SIP targets: *93% of pupils feel safe school Oct 20; reduction in behaviour incidents (as measured through decrease in red slips, FTEs and serious incidents) compared to Autumn term 2020; 75% reduction in number of FTEs over comparable period*	measures in line with SIP targets	
Priority 2 – Assessment						
Development of low-stakes diagnostic assessment strategy	Teaching	£700 – supply to release staff	• Develop assessment strategy (working group time) • FFT subscription • Create assessment materials:	Moderation of assessment shows 75% of judgements are in line with statutory expectations. *Writing moderation completed with UL subject lead.*	Moderation of assessment shows 85% of judgements are in line with statutory expectations. This leads to accelerated progress (gap identification and	Moderation of assessment shows 95% of judgements are in line with statutory expectations. This leads to accelerated progress (gap identification and

			assessment descriptors • CPD • Moderation and monitoring	*Using Comparative judgement. Considerable work was undertaken to align curriculum with assessment grids. Maths – PUMA and NCTEM standardised task introduced.* This leads to accelerated progress (gap identification and filling) in line with school targets.	filling) in line with school targets.	filling) in line with school targets.

Priority 3 – Flexible grouping						
Year 3/4 streaming	Teaching	Cost of HLTA to facilitate group teaching: £7500	• Maths and English streaming for Years 3/4	Increase in overall pupil achievement and achievement for PP in line with school targets *See data summary for detail of impact. Streamed groups: average % increase in pupils*	Increase in overall pupil achievement and achievement for PP in line with school targets	Increase in overall pupil achievement and achievement for PP in line with school targets

				at ARE (reading/ maths): 20%/ 40% respectively. Average increase in PUMA/ PIRA SS: 10/ 5 pts respectively.		

Targeted Approaches

Strategy/Objective	EEF Promising Projects	Spend	Key Leavers and Actions	Milestone 1 December 2020	Milestone 2 April 2021	Desired Outcome Milestone 3 July 2021
Priority 1 – One to one and small group tuition						
National Tuition programme	Teaching	£7000 (£3500 on-costs)	• Register with Teach First tuition scheme	Increase in targeted pupil achievement and achievement for PP in line with school targets *Maths tutor due to start 18/01/21*	Increase in targeted pupil achievement and achievement for PP in line with school targets	Progress is accelerated in targeted pupils leading to increased numbers of pupils achieving ARE in line with school targets.

Read Write Inc 1:1 tuition	Teaching	£3100 (1:1 tutor per class, including Fresh Start – KS2)	• Read Write Inc assessment of pupil needs • Allocation of tutors • 1:1 daily tutor sessions	Increase in targeted pupil achievement in phonics (minimum one step progress) *See data summary for full breakdown; headline achievement: Y2 delayed PSC: 87% pass*	Increase in targeted pupil achievement in phonics (minimum two steps progress)	Progress is accelerated in targeted pupils leading to increased numbers of pupils achieving ARE in line with school targets.
Read Write Inc Fresh Start	Teaching	£3100 (1:1 tutor per class, including Fresh Start – KS2)	• Read Write Inc Fresh Start assessment of pupil needs • Allocation of tutors • 1:1 daily tutor sessions	Increase in targeted pupil achievement in reading – fluency (minimum one step progress)	Increase in targeted pupil achievement in reading – fluency (minimum two steps progress)	Progress is accelerated in targeted pupils leading to increased numbers of pupils achieving ARE in line with school targets.
Priority 2 – Intervention Programmes						
Nurture Group	Teaching	£3500 Leadership time	• Set up and organisation of nurture group	Complete first cohort of nurture programme (12	Complete second cohort of nurture programme (12	Nurture pupils achieve Boxhall targets at end of 10-week programme.

		£1500: 1x afternoon per week teacher support £2500: Boxhall Profiling	• 2x sessions per day for 10 week programme • Purchase Boxhall for assessment	<mark>pupils); positive outcomes (Boxhall);</mark> Targeted pupils reintegrated into class. Boxhall profiles show all pupils have made progress against bespoke targets.	pupils); positive outcomes (Boxhall); Targeted pupils reintegrate into class	Targeted pupils reintegrate into class
NELI	Oral language intervention	tbc	• Identify 1:1 and small groups through FFT data and EYFS baseline	Increase in target pupil attainment (PSED; C&L): +10% on track for GLD in these areas	Increase in target pupil attainment (PSED; C&L): +20% on track for GLD in these areas	Increase in target pupil attainment (PSED; C&L): +30% on track for GLD in these areas

Wider Strategies

Targeted Approaches

Strategy/Objective	EEF Promising Projects	Spend	Key Leavers and Actions	Milestone 1 December 2020	Milestone 2 April 2021	Desired Outcome Milestone 3 July 2021
Priority 1 – Supporting social/ emotional/ behavioural needs						
Mentoring programme	Mentoring	£3000 – staff costs	- Allocate mentors - Systems and processes for referrals (pupil triage) - Systems for recording and evaluating impact – EduKey/ pupil questionnaires	6-week review of mentoring targets shows 90% of pupils on track to achieve programme aims	6-week review of mentoring targets shows 90% of pupils on track to achieve programme aims	Pupils identified as needing mentoring have improved social/ emotional outcomes: 50% reduction in red-slips for pupils identified as SEMH needs. PASS survey shows increased levels of positive outcomes for targeted pupils: 98% are happy in school/ feel safe in school
Priority 2 – Ensuring positive attendance						

Attendance officer	Parental engagement	£1000 – for work in line with C-19 costs	• Target PA pupils • Triage support for pupils (PA and others in poor attendance groups)	<mark>Reduction in PA and increase in overall attendance in line with school targets</mark> *See attendance data summary: overall attendance for academic year: 97.3%; PA: 8.2%*	Reduction in PA and increase in overall attendance in line with school targets	Reduction in PA and increase in overall attendance in line with school targets