

# Coronavirus (COVID-19) Catch Up Premium Statement 2020/2021

**Funding for 2020/2021**

**Total available funding:** £ 28,720

**Funding allocated:** £80 per pupil based on Reception to Y6 roll number from the October 2020 census, which was 359.

## Guidance

### 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 (EEF) 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. This could include, for example: small group or one-to-one tuition or extra teaching capacity from September. To support schools to implement their catch-up plans effectively, EEF has published the school planning guide: 2020 to 2021. This will provide further guidance on how schools should implement catch-up strategies when they return in September and support case studies to highlight effective practice.

### Accountability and Monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our 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, governors should scrutinise schools' approaches to catch-up from September, 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. The guidance on full opening sets out that Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding. Ofsted plans to resume routine inspections in January 2021, with the exact timing being kept under review. When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.

*Updated January 2021: Ofsted .... Remote inspections of schools and further education providers will begin from 25 January, with a particular focus on how well children and learners are being educated remotely..... all planned inspection activity will be carried out remotely until after the February half term.*

## KS1 Phonics & Reading

Action	Allocation	Assessment of Impact Methods to be used
1. Additional Teaching Assistants employed to teach the phonics programme to identified pupils in addition to their daily programme. (Year 1)	£20,875	1. Regular assessments ( 6 weeks) shows pupils who slipped behind are catching up and making good progress
2. Additional Teaching Assistants employed to teach the phonics/reading programme to identified pupils in addition to their daily programme. (Year 2)	£20,875	2. Regular assessments (phonics every 6 weeks and reading half termly) shows pupils who slipped behind are catching up and making good progress
3. Reading APP (Collins Big Cats) purchased	£600	3. Collins Big Cat Reading App assessment tool used termly on the half term to track progress, identify where errors are being made that can be addressed by teachers.
4. Relaunch of home reading scheme & home reading loans (3 books per week)	£1,500	4. More children reading at home evidenced by the home/school reading record
5. KS1 Library restocked		5. Enhanced choice across a range of genres for children to loan books weekly
6. Before /after school and lunch time Booster classes	<i>(included in TA costs above)</i>	6. Regular assessments ( 6 weeks) shows pupils who slipped behind are catching up and making good progress
		NFER testing used on return in September to identify 'lost learning'

## KS2 Reading

Action	Allocation	Assessment of Impact Methods to be used
1. Additional Teaching Assistants employed to teach the reading programme to identified pupils in addition to their daily programme. (Year 3 through to Year 6)	£83,500	1. Reading half termly teacher assessment shows pupils who slipped behind are catching up and making good progress
		2. Ongoing assessment evidencing progress of identified pupils- gaps in learning narrowing. Memory and recap of prior learning evidenced.

<ol style="list-style-type: none"> <li>2. Differentiated resources and targeted teaching delivered to identified pupils supported by the Teaching Assistants</li> <li>3. Reading APP (Collins Big Cats) purchased</li> <li>4. Relaunch of home reading scheme &amp; home reading loans</li> <li>5. Brand new KS2 Library</li> <li>6. Before /after school and lunch time Booster classes</li> </ol>	<p style="text-align: center;">£820</p>     <p style="text-align: center;">£2,573 (included in TA costs above)</p>	<ol style="list-style-type: none"> <li>3. Collins Big Cat Reading App assessment tool used termly on the half term to track progress, identify where errors are being made that can be addressed by teachers.</li> <li>4. More children reading at home evidenced by the home/school reading record</li> <li>5. Enhanced choice across a range of genres for children to loan books weekly</li> <li>6. Regular assessments ( 6 weeks) shows pupils who slipped behind are catching up and making good progress</li> </ol> <p style="color: red;">NFER testing used on return in September to identify 'lost learning'</p>
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**KS1 Mathematics**

Action	Allocation	Assessment of Impact Methods to be used
<ol style="list-style-type: none"> <li>1. Additional Teaching Assistants employed to teach the My Mastery programme to identified pupils in addition to their daily programme. (Year 1)</li> <li>2. Additional Teaching Assistants employed to teach the My Mastery programme to identified pupils in addition to their daily programme. (Year 2)</li> <li>3. Differentiated resources and targeted teaching delivered to identified pupils supported by the Teaching Assistants</li> <li>4. Before /after school and lunch time Booster classes</li> </ol>	<p style="text-align: center;"><i>Costs detailed above</i></p>	<ol style="list-style-type: none"> <li>1. Regular assessments ( 6 weeks) shows pupils who slipped behind are catching up and making good progress</li> <li>2. Regular assessments ( every 6 weeks ) shows pupils who slipped behind are catching up and making good progress</li> <li>3. Ongoing assessment evidencing progress of identified pupils- gaps in learning narrowing. Memory and recap of prior learning evidenced.</li> <li>4. Regular assessments ( 6 weeks) shows pupils who slipped behind are catching up and making good progress</li> </ol> <p style="color: red;">NFER testing used on return in September to identify 'lost learning'</p>

**KS2 Mathematics**

Action	Allocation	Assessment of Impact Methods to be used
<ol style="list-style-type: none"> <li>1. Additional Teaching Assistants employed to teach the My Mastery programme to identified pupils in addition to their daily programme. (Year 3 through to Year 5)</li> <li>2. Additional Teaching Assistants employed to teach the Year 6 Mathematics curriculum to identified pupils in addition to their daily programme.</li> <li>3. Differentiated resources and targeted teaching delivered to identified pupils supported by the Teaching Assistants</li> <li>4. Before /after school and lunch time Booster classes</li> <li>5. Specialist mathematics teacher employed to target BAME pupils in year 6</li> </ol>	<p><i>Costs details above</i></p> <p>£4,575</p>	<ol style="list-style-type: none"> <li>1. My Mastery half termly teacher assessment shows pupils who slipped behind are catching up and making good progress</li> <li>2. Half termly teacher assessment shows pupils who slipped behind are catching up and making good progress</li> <li>3. Ongoing assessment evidencing progress of identified pupils- gaps in learning narrowing. Memory and recap of prior learning evidenced.</li> <li>4. Regular assessments (6 weeks) shows pupils who slipped behind are catching up and making good progress</li> <li>5. Half termly teacher assessment shows BAME pupils who slipped behind are catching up and making good progress</li> </ol> <p>NFER testing used on return in September to identify 'lost learning'</p>
<b>Pupil Mental Health &amp; Wellbeing</b>		
Action	Allocation	Assessment of Impact Methods to be used
<ol style="list-style-type: none"> <li>1. Year group Teaching Assistants employed to support with the pastoral needs of pupils across years 1-6 during the learning day and across lunchtimes</li> <li>2. CPD for all staff trailblazers (Anchor Project)</li> <li>3. Safeguarding half day training for all staff with a focus on mental health &amp; wellbeing and internet safety</li> </ol>	<p><i>Costs detailed above</i></p> <p>Free</p> <p>£450</p>	<ol style="list-style-type: none"> <li>1. Decrease in the number of children being referred to the School's Pastoral Team</li> <li>2. Children more able to regulate and articulate their feelings</li> <li>3. Children more able to report when they are feeling unsafe</li> </ol>

➤ Application for a Teach First Academic Mentor accepted - start date pending