



Catch-Up Premium Plan 2020-2021

Key information

What is the Catch-Up Funding?

The government is providing funding to cover a one-off universal catch-up premium for the 2020 to 2021 academic year.

It aims to support pupils to catch up for lost learning so schools can meet the curriculum expectations for the next academic year. The Government guidance states that “Schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education,” with extra tuition delivered by qualified teachers being most likely to have the highest impact.

Schools’ 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.

Academic Year: 2020/21

Total Catch Up Budget:
£12,160 (approx.)

Total Number Of Pupils: 202

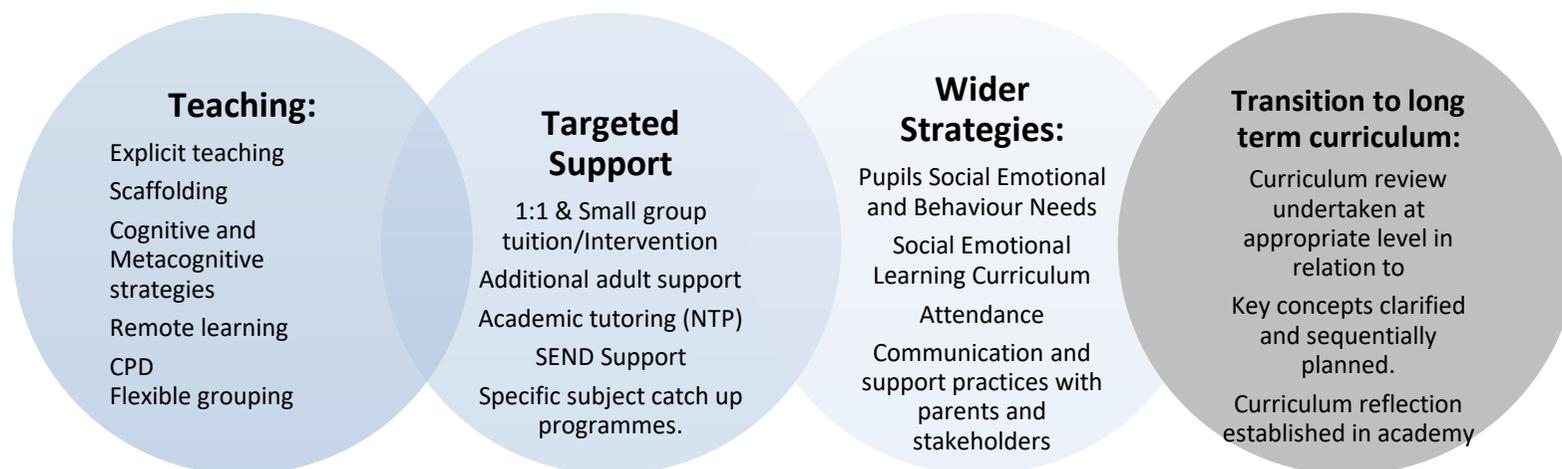
Review date:
Reviewed throughout the year as necessary.

DfE Expectations:

The DfE sets out the expectations as follows:

1. 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.
2. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.
3. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term but make use of existing flexibilities to create time to cover the most important missed content. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
4. Aim to return to the school’s normal curriculum in all subjects by summer term 2021.
5. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils’ starting points and addressing the gaps in their knowledge and skills.
6. Develop remote education so that it is integrated into school curriculum planning.

Three -Tiered Approach:



Teaching:

High quality Teaching for all: It is acknowledged that children who have access to high quality teaching, make good progress and meet curriculum expectations. This is true whether the teaching is classroom based or done via remote learning. It is our intention to use our own Teaching staff for Catch-Up and Remote Learning to ensure our children have access to the highest quality.

Supporting remote learning: High quality teaching can still happen remotely via Google Classrooms. "Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning." We acknowledge the research conducted by the EEF that states, "Approaches to remote learning vary widely and have different strengths and weaknesses. For example, games for learning were found by the EEF to have a high impact on vocabulary learning in languages. Likewise, using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge, but is not a replacement for other forms of assessment. At Thorpe Primary School, we will continue to use programs such as Spelling Shed and TT Rockstars.

Targeted Academic Support:

Catch Up Sessions: These sessions will be aimed at children from Reception to Year 6. The number of weeks; the size of the teaching group and time of the session will vary dependent on the age group and aim of the session. These sessions are subject to change in accordance with formative and summative assessment of the children.

Wider Strategies:

Supporting pupils social, emotional and behavioural needs:

Understandably, the impact of Covid-19 closures means many schools are revisiting their approach, to secure support in readiness for this new school year. "Many schools will be satisfied that their existing PHSCE curriculum offers an excellent starting point to be responsive to pupils' social and emotional needs after lengthy school closures. Schools need to carefully weigh the pros and cons of bespoke SEL approaches and bought-in programmes, considering cost, training requirements and teachers' capacity for implementation."

Thorpe Primary will conduct a 'Well Being' assessment provided by GL Assessment. These will allow staff to plan interventions, which focus on well-being as well as academic subjects.

Our plan below outlines our intentional spend with a rationale accompanying each decision.

Strategy or Intervention	Rationale for this choice including EEF guidance	Implementation	Expected Impact	Predicted Cost
GL PASS Tool	"Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs."	Children will complete a baseline assessment. Data will be analysed and strategies/actions implemented.	An improvement in the end of year data. Key children have made progress in their learning.	£500
KS1 Reading Assessment (NFER)	"Effective intervention follows assessment which can be used to ensure that support is well-targeted and to monitor pupil progress."	The assessment data will identify gaps in individuals' knowledge. Appropriate reading interventions will then be used to target the gaps.	Gaps in learning will be addressed through regular focussed intervention and Quality First Teaching.	£400
Invest in additional technology - IPADs and software for remote learning	"Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom."	Use these for interventions and to support the computing curriculum. All class pages on Google Classrooms will be set up with access to TT rock stars, WRMH and Spelling Shed. These will be available throughout the year for children self-isolating as well as in school for computing lessons.	Children and staff will have greater access to a range of hardware to enable groups and classes to use online software to support learning.	£6300 £300

Additional TA hours to deliver catch-up interventions	“There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy.” In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.”	Time to Talk programme will be delivered to pupils in Reception and Year 1 twice a week for blocks of half a term. Rapid Phonics for Y2 & 3 pupils approximately 3 times a week. Maths and reading interventions in KS2. Assessment for both will be targeted at the start and end of the programmes so progress can be tracked.	Consistent high-quality interventions delivered to targeted children resulting in accelerated catch up.	£3600 Resources - £250
Purchase resources for extracurricular 'bubble' clubs.	Maintain extracurricular offer to remove barriers as a result of COVID-19 related restrictions.	Resources for extracurricular 'bubble clubs'.	Despite COVID-19 restrictions, pupils have the opportunity to continue to attend the extra-curricular clubs on offer.	£500
				£11,850

References:

COVID-19 SUPPORT GUIDE FOR SCHOOLS – JUNE 2020 – Education Endowment Foundation