

# Catch – Up Funding 2020-2021 Plan

## 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 19 children on roll, so will expect to receive £1520**

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.

### 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		
<b>Whole school strategies</b> - supporting a wide range of outcomes, including academic, wellbeing and confidence.							
Ensure every teacher is supported and prepared for the new academic year.	<ul style="list-style-type: none"> <li>- Additional in class teaching assistant support.</li> <li>- Shared inset day across 3 schools</li> <li>- Preparation meeting end of summer term training day</li> <li>- Clear guidance shared and discussed in</li> <li>- Continuation of governor mental health person</li> </ul>	All staff	SM	July – Sept	£0	All staff supported / clear and prepared for the new year	
Provide professional development opportunities, e.g. to support effective use of technology.	<ul style="list-style-type: none"> <li>- Develop the use of office 365 classroom across the school through focused CPD</li> </ul>	Whole school	SM	31 Oct 2020	£1500 grant funding from DFE	In event of closure all children will have access to improved quality t and l	
Provide training on any organisational or logistical changes to school life.	<ul style="list-style-type: none"> <li>- Regularly updated staff / parent guidance with survey for questions / responses / concerns</li> <li>- Weekly staff meeting agenda item to discuss changes to guidance / procedures – minuted for support staff not in attendance</li> </ul>	All staff	SM KS	Sept 20 – Sept 21	£0	Staff, parents and children feel confident that school is covid secure	
Offer additional support and mentoring to early career teachers, who may have had opportunities to develop their practice curbed by partial school closures.	<ul style="list-style-type: none"> <li>- No teachers early in career</li> <li>- Additional time provided for added workload of teachers preparing generic consolidation packs for children self-isolating</li> </ul>	RQT NQT	KS	Sept 20 – July 21	£0	Children self-isolating receive appropriate home learning support  Children make sustained progress in all areas	
Set aside time to enable teachers to assess pupils'	Initial focus on wellbeing at start of the year. Integrated into curriculum coverage and RSE.	Year 1 Year 3 Year 4 5 6	SM	9 <sup>th</sup> Sept – 28 <sup>th</sup> Sept	£0	Regular PSHE sessions	

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wellbeing and learning needs.	Year 1 children access EYFS provision for 3 weeks at beginning of summer term Children return to same class in order to deliver an effective and gradual transition in KS1 and KS2 classes if they did not return to school pre summer holidays Time to be given for individual discussions with children in last week of half term to assess impact of return Questionnaire to gauge level of home learning and gain comments from children Planner number system in place for children who need to talk				Existing TA support	Planner number system in place for children who need to talk Curriculum planned with mental health and wellbeing as priority in the first three weeks of term	
Provide pupils with high-quality feedback, building on accurate assessment.	Review of Feedback Policy with all staff in line with government guidance	All staff and children	SM	7 <sup>th</sup> September training day  Sept 20 – July 21	0	Clear procedures for hand and respiratory hygiene when marking books Termly day for staff to work with children on targets for the term	
Plan and provide transition support, e.g. running dedicated transition events, either online or face-to-face.	Transition sessions were run for all new reception starters in summer holidays Online settling in meetings to be held for new starters and Y3 Online EYFS workshop for new parents Forms questionnaire to ascertain views on Covid restrictions in place	Parents and children	SM All teaching staff	July - October	0	Children settle quickly back into school routines Issues quickly picked up and addressed through clear lines of communication	

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	Forms questionnaire to ascertain views on home learning and positives / negatives / improvements school could make Children choosing to not return being supported to transition back into education through home learning / regular catch up meetings						
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.	Teacher assessment ongoing throughout the first half term with interventions planned to meet the needs of children going forward Assessment baseline to be before half term alongside teacher assessment to build a fuller picture of gaps that need addressing Teachers to be allocated non-contact time for analysis. IPM meetings to be undertaken in week 4 virtually Gap targets generated throughout half term Instant intervention given where required	All children	SM KS	9 <sup>th</sup> September – 31 October	o for summative and formative assessment  Existing TA support to do instant interventions	The gap closes rapidly for all children in school	
<b>Targeted support</b> - 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.	Additional TA to be appointed 2 / 3 afternoons per week after October half term to undertake consistent and dedicated interventions to meet needs our cohorts of children Interventions will meet a variety of needs – SEMH / C and L / SPLD / gap targets of children who have fallen behind	All identified children during first half term	KS	Sept 20 – July 21	£1520 catch up funding	All areas of need are met through specific and targeted interventions tailored to meet the needs of our children Gaps close rapidly	

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Ensure literacy and numeracy are focused on.  Ensure programs meet the specific needs of pupils.	TAs work alongside teachers to have clear aims and objectives for the sessions. Regular feedback sessions.  Interventions are based on initial assessment and will be followed by further assessment, to ensure that support is well-targeted.  Focus on other aspects of learning, such as behaviour or social and emotional needs, where required.	All staff involved in interventions	KS	Sept 20 – July 21	0	All areas of need are met through specific and targeted interventions tailored to meet the needs of our children Gaps close rapidly	
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.	All staff	KS	Sept 20 – Dec 20	TBC to be drawn for delegated budget	Staff deliver effective interventions that close the gap rapidly	
<b>Wider strategies</b> - 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, virtual meetings, supportive phone conversations, sharing of procedures	SM KS Class teachers	SM KS	Sept 20 – March 21	0	All parents are confident for their children to return to school	
Invest in additional technology, by improving the facilities available in school.	School to sign up for the Office 365 suite to promote remote learning opportunities. Laptops are lent to those parents who did not have easy access to IT for their children.	All children	SM	Sept 20 – October 20	0	School is even more effectively prepared for further closure	
Ensure the elements of effective teaching are present when using technology.	Provide clear explanations and feedback to online learning through staff meetings regularly assessing impact of learning Provided training for staff on effective home learning Moving forward this effectiveness through virtual classroom –	All staff children	SM	Sept – Oct 20	0	Remote learning constantly evolves to provide the best for our children and promote good progress	

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	Provide access to technology for those children not accessing full time education during this period						
Providing support and guidance on how to use technology effectively.	Offer support to all parents, children and school staff to enable use of technology. Begin to use virtual classroom for home work etc so parents familiar	parents	Class teachers	Autumn term	0	Children able to use remote learning in case of shut down / self-isolation	
<b>Total Spend:</b>  £1520							