



Spending of Catch-Up Premium

1. Summary information

Academic Year	2020-21	Total Catch-Up Premium	£28,400	Number of pupils	355 / 392
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2. Guidance

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 who are hit the hardest. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

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. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

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 a way that best fits their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) 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.

EEF Recommendations

Teaching and whole school strategies

- Supporting quality first teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

3. Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of skills, such as shape and measure.</p> <p>Recall of basic skills has suffered. Baseline assessments show most children are behind ARE* in place value understanding, written strategies for addition and subtraction, recall of multiplication facts with associated inverse knowledge. Division across the school is poor.</p>
Writing	<p>Children have lost essential practise of writing skills which aids fluency and writing for an audience. ARE GPS knowledge is poor, resulting in children not having as secure understanding of the technical skills needed for writing.</p> <p>Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p> <p>Handwriting has suffered, many children who were using a joined, cursive style are no longer doing so.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input.</p> <p>Early benchmarking shows that most children are in line with expectation. This is not the case for those families which proved hard to reach during lockdown, in particular, FSM children have fallen further behind their peers.</p> <p>Whilst fluency and decoding are not proving to be an issue, higher order comprehension skills are, such as evaluation, analysis and inference. It is clear that children have spent far less time discussing their books than they have reading for pleasure.</p> <p>Y6 reading comprehension is particularly poor.</p>
Non-core	<p>There are now significant gaps in knowledge – whole learning sequences have not been taught meaning that children are less able to access pre-requisite knowledge or skills when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on curriculum experiences e.g. trips, visitors and enrichment</p>
Mental wellbeing	<p>Children have returned, on the whole, fairly resilient and have made a smooth transition back into school life. Children who require additional support have been identified.</p> <p>We have identified an issue with 'behaviour for learning', with children less able to listen, be attentive and complete tasks. This is particularly evident in children who did not study during lockdown.</p> <p>Many children are finding structure and routine difficult to manage, presenting more low-level disruption seen before lockdown.</p>



Approach to mitigate concerns and any associated costs.

i. Teaching and whole-school strategies

Approach taken	Desired outcomes	Anticipated cost if applicable	Impact / outcomes achieved (once reviewed)	Staff lead	Review date
<p><u>Quality first teaching</u></p> <p>PiXL purchased to support baseline assessments, gap analysis and provide tailored intervention support.</p> <p>TA's working in the afternoons to provide in class or intervention support.</p> <p>Teachers have been provided with a number of learning platforms to enrich whole class teaching and to support high quality homework</p> <p>A number of CPD sessions have been offered to support subject leadership, remote learning and the teaching of PSHE.</p> <p>Regular meetings and review of ILPs are held by the school SENDCo to support the least able and disadvantaged families.</p>	<p>Gap analysis will clearly identify what support is needed and by whom at an objective level.</p> <p>Interventions will enable children to close gaps more rapidly,</p> <p>Curriculum enrichment will be supported where visits etc are not able to happen. High quality home learning will be achieved.</p> <p>Work against the SDP target of subject development can continue to provide a broader curriculum offer to children to regain lost skills in foundation subjects</p> <p>SEND children will make good progress from their starting point to ensure they are not put at a disadvantage to all other children.</p>	<p>£ 2,700</p> <p>£ 17,400</p>		<p>DJ/AH</p>	<p>Mar 2021</p> <p>TA support reviewed half termly</p> <p>Termly</p>



<p><u>Pupil assessment and feedback</u></p> <p>Teachers continue to use INSIGHT to track curriculum coverage and summative data entry.</p> <p>PiXL is used to baseline children, identify gaps in learning and use tailored intervention support through PiXL therapies.</p> <p>Distance marking is used to enable more effective verbal feedback and supports accurate grouping for support on a daily basis.</p> <p>Pupil progress meetings to be held more frequently in the spring term.</p>	<p>Curriculum coverage will be tracked and gaps from previous years can be addressed.</p> <p>Intervention support will be tailored for individuals at the objective level and will provide high quality resources for use by Tas.</p> <p>Feedback will inform next teaching cycle and children will make more progress from verbal feedback.</p> <p>More frequent monitoring of progress will ensure all children's needs are being met and the gaps are closing, particularly for disadvantaged children.</p>			<p>DJ / GE / VB/ AH</p>	<p>At the end of each term</p>
<p><u>Transition support</u></p> <p>September 2021 starters have been directed to a virtual tour of the whole school and a tour of the early year's unit.</p> <p>In Year starters to have a tour of the school after the school has closed to pupils.</p> <p>All teachers will be offered a meeting with the SENDCo to discuss their needs.</p> <p>Children on role will work through a</p>	<p>Prospective parents will be able to decide on a school place.</p> <p>New starters will have a successful transition to school.</p> <p>SEND children will not be put at a disadvantage to all other children as they too will have gaps, even though they may not be as noticeable.</p> <p>Well-being of children will be supported and basic skills will be taught to underpin other areas</p>			<p>DJ / ME / AH</p>	<p>Jan 2021</p> <p>Jan 2021</p>



transition programme of support using Jigsaw for PSHE and a planned sequence of basic skills for core subject learning

BLP characters to be a focus of performance management to improve learning behaviour skills

of the core subject curriculum to aid progress.

Learning behaviours will improve and hence will focus on academic progress and achievement, Particularly for our disadvantaged children.



Mar
2021



4. Spending

ii. Targeted approaches					
Chosen approach	Desired outcomes	Anticipated cost	Impact / outcomes achieved (once reviewed)	Staff lead	Review date
<p><u>1 to 1 / small group tuition</u></p> <p>Reading recovery Children in Year 3 and 4 who are not ARE and have not made expected progress during lockdown (particularly FSM) will have 1 to 1 reading support using reading recovery by a trained teacher.</p> <p>ELSA support 1 to 1 well-being support for identified children. Provided by a trained TA, 2 afternoons a week.</p> <p>SEND Small group SEND specific activities with a TA 3 afternoons a week</p> <p>Phonics Small group support for Y3 who did not pass phonics screen in Y1 and should have retaken in Y2 as a result.</p> <p>Small group tuition in Y2 for children who are at risk of not meeting the standards of the phonic screening test.</p>	<p>Reading recovery is a proven strategy to ensure progress is rapid and sustained, all children will have moved up at least 2 colour bands in a half term.</p> <p>Mental health and well-being of children will be supported allowing them to engage with learning confidently.</p> <p>SEND children will make good progress and have needs met in line with their starting points and are not put at a disadvantage to all other children.</p> <p>All children in the phonic support groups will make rapid progress and achieve a pass mark of at least 32 /40</p>			<p>SL</p> <p>SR</p> <p>AH/VB</p> <p>KR/ ME</p>	<p>Mar 2021</p> <p>Dec 2020</p>



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Chosen approach	Desired outcomes	Anticipated cost	Impact / outcomes achieved (once reviewed)	Staff lead	Review date
<p><u>Intervention programmes</u></p> <p>Small group intervention-support every afternoon available for all year groups for targeted support using PiXL data gap analysis, including the more able.</p> <p>Small group support with a recently retired Arunside teacher to target specific support for children just below ARE for quick catch up work in all core subjects.</p>	<p>All children in the groups will make good progress. INSIGHT / PiXL data will show more children achieving the standard.</p>	<p>£ 15,760</p>		<p>GE / VB / AH</p> <p>NP / VB / GE / AH</p>	<p>Mar 2021</p>
iii. Wider strategies					
Chosen approach	Desired outcomes	Anticipated cost	Impact / outcomes achieved (once reviewed)	Staff lead	Review date
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home through a wide range of learning platforms.</p> <p>Investment in Marvellous Me to improve home / school engagement so that parents can still see what their child is achieving in school.</p>	<p>Home-learning opportunities through the range of platforms available will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning. Including homework.</p> <p>Parent engagement will improve, maintaining the positive relationship we have with our school community. Parents will be able to have positive conversations with their child improving well being and strengthening the home / school</p>	<p>£ 600</p>		<p>DJ</p> <p>DJ/ AH</p>	<p>Mar 2021</p>

<p>Investment in School Cloud to support parent evenings and meetings to be held by video conference</p> <p><u>Access to technology</u></p> <p>School to take advantage of the Vodafone offer of free sim cards for parents to have data available on a device for 90 days.</p> <p>The school to identify families who will not have access to a device and to draw up loan agreements to use school resources.</p> <p>School to contact DfE for delivery of laptop allocation (4)</p>	<p>partnership.</p> <p>Parent evenings are able to continue to ensure information is shared and the child can be best supported by school / home.</p> <p>No pupil will be put at a disadvantaged, regardless of ability or socio- economic status if they need to self-isolate</p>	<p>£ 200</p>		<p>RH</p> <p>DJ/ JH</p>	<p>Mar 2021</p> <p>When / if needed</p>
<p>Total anticipated spend</p>		<p>£ 36,660</p>			

*Key: ARE - Age Related Expectations; GPS – Grammar, Punctuation and Spellings; FSM – Free School Meals