

## **Catch Up Premium**

### **What catch-up funding is for**

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. This funding 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
- a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help, which includes:
  - a schools programme for 5 to 16-year-olds

Note: The tutoring programme is for disadvantaged children and is a subsidy – the balance coming from the school’s Catch Up allocation.

### **Funding allocations**

School allocations will be calculated on a per pupil basis.

Mainstream school will get £80 for each pupil in from reception to year 11 inclusive.

### **Using catch-up funding**

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 curriculum expectations for the next academic year.

While 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.

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

## ST WENN SCHOOL CORONAVIRUS CATCH- UP PREMIUM

### INTENT AND ASSESSMENT STRATEGY

<b>Academic Year</b>	<b>2020/2021</b>	<b>Total Premium Allocated</b>	<b>£5,680</b>	<b>Total number of pupils taken from October census</b>	<b>71</b>
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#### BARRIERS TO LEARNING

- Emotional and social wellbeing – approach both to social context and learning hampered by lack of confidence and consequent willingness to ‘Have a go’ and learn through making mistakes.
- Mental wellbeing – anxiety affecting resilience and stamina
- Physical wellbeing – restricted physical activity during lockdown
- Cognition and Learning – Basic skills such as pencil control; lapse in memory of past learning due to lack of consistency and practice. Gaps in learning missed; articulation of learning and confidence to make links
- Younger children – turn taking; Listening

#### ASSESSMENT – MATERIALS USED

**Note: Initial Assessment was carried out pre unit of work**

**Formal Assessment was carried out w/b October 12<sup>th</sup> 2020 followed by Pupil Progress Meetings**

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| <ul style="list-style-type: none"> <li>• Individual and group discussion with focused questioning</li> <li>• Mini tests eg 99 Club</li> <li>• Socratic quiz platform</li> <li>• Teacher designed quizzes</li> </ul> | <ul style="list-style-type: none"> <li>• Concept mapping</li> <li>• Letters and Sounds</li> <li>• Rising Stars – Maths and Reading Comprehension</li> </ul> |
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	<ul style="list-style-type: none"> <li>• Spelling- Shakespeare Spelling</li> </ul>	
<b>QUALITY FIRST TEACHING (QFT)</b>		
<p>Whole school Autumn topic focus on wellbeing and confidence building</p> <p>Timetabling amended to include:</p> <ul style="list-style-type: none"> <li>• Outdoor maths sessions weekly - Active Maths</li> <li>• Physical activity every afternoon/outdoor learning focus on developing confidence, resilience and stamina</li> <li>• TAs timetabled to listen to/question readers across the school</li> <li>• Targeted phonics teaching and letter formation Reception-Y2</li> </ul>	<ul style="list-style-type: none"> <li>• KS2 Big writes to develop confidence and stamina</li> <li>• Class readers chosen to stretch and challenge</li> <li>• Maths focus on memorisation and fluency; place value and number bonds</li> <li>• Explicit teaching of metacognition and articulating learning links</li> </ul>	
<b>OUR STRATEGY: ACTIONS, DESIRED OUTCOMES AND EDUCATIONAL ASSESSMENT PLAN</b>		
<b>DESIRED OUTCOME</b>	<b>ACTION</b>	<b>ASSESSMENT</b>

<p>Children are motivated to learn and regain confidence, resilience and stamina</p> <p>Autumn 1: All children have access to intervention. Gaps are identified and Catch up programme addresses these specifically across the school.</p> <p>Autumn 2 – end of year Disadvantaged children and children who have been most effected by lost learning are able to access age appropriate resources and learning.</p> <p>Carefully monitored progress builds through QFT and the Catch UP programme leading to children achieving or exceeding predictions based on October assessments by summer 2021</p> <p>Focus on Phonics and reading in KS1 leads to pupils in Y2 having recapped Phase 5 enabling them to reach expectations of Phonics screening in Autumn 2. Y1 children are prepared and reach expectations for phonics screening – summer 2021</p>	<p>Assess children in Autumn term – teachers work with Catch Up lead from September to Identify gaps and analyse.</p> <p>Pupil Progress Meeting in Autumn 1 to address gaps in learning with teachers and feed back to tailor interventions in Autumn 2 and beyond Governors monitor impact</p> <p>Pre teach and after school booster sessions are run by Catch Up lead in Autumn 2 to supplement interventions during class time. Learning platforms are strategically used where they will have most impact.</p> <p>Catch Up Programme continues through Spring term and impact assessed in February. Governors monitor and consider continuing funding Catch Up programme through the summer term.</p> <p>Volunteer and student support small group interventions in Y2</p> <p>TA directed intervention to support speech and language need in Y3</p>	<p><b>Baseline assessment September 2020:</b> Catch Up lead and teachers agree expectations and assess/ analyse phonics gaps; grammar/sentence structure and times tables fluency to inform interventions.</p> <p><b>October half term:</b> Formal assessments across school identify gaps in knowledge and understanding. Pupil Progress meetings to analyse gaps and group children for QFT intervention in class/Catch Up programme for Autumn 2</p> <p>This also informs grouping for pre teach and booster groups after school</p> <p><b>February half term:</b> Summative assessments in Feb inform of impact of Catch Up programme. This assessment is monitored by Governors to support decision for funding continuing Catch Up through the summer term</p> <p>Outcomes of half termly assessments and Pupil Progress meetings are shared with parents through learning platform (Showbie)</p> <p><b>Half termly:</b> Catch Up lead presents full report – overview of class progress and impact of interventions</p>
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<p>Phonics knowledge will develop further and be used and applied in reading and written work across the curriculum.</p> <p>Reading support and phonics intervention ensures that children have access to a broad and balanced curriculum.</p>	<p>Teachers plan, prepare and deliver interventions that are meaningful to individuals and small groups of children</p>	<p>+ detailed breakdown of groups/individual children</p>
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