

Catch-Up Premium Plan 2020-21

School	Stanground St John's C of E Primary				
Academic Year	2020-21	Total Catch-Up Premium	£16,720 £11,704 at school level £5,016 administered by DEMAT	Number of pupils	209

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 hardest hit. 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 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 [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

The EEF advises the following:

Teaching and whole school strategies

- Supporting great 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

Identified impact of lockdown

Despite a comprehensive daily offer of remote learning from March 2020, learning has suffered for many. Some children engaged with this daily and responded to and enjoyed personalised feedback. Some children engaged periodically. Some children did not access this provision at all throughout the closure period, despite our best efforts. Some parents found the content

Maths	Maths knowledge has faltered during the closure and partial closure period. This is particularly evident in Key Stage Two, with fluency in arithmetic processes and reasoning being particularly affected. Times tables recall and number facts have also worsened. A focus on these areas in the autumn term teaching is organised to counter this, but the year group curriculum
Speaking and Listening	Children's spoken language, especially in Early Years has been notably affected by the lack of pre-school provision and Speech and Language Therapy support. On a similar note, focus and listening skills are lower than usual.
Writing	It is evident through learning in books that many pupils have not maintained writing throughout lockdown. Fine motor skills are weaker throughout school, from pencil control in Early Years to aching hands in Year 6. There is a lack of writing stamina and much lower standards in the use of basic grammar and spelling.
Reading	Children appear to have accessed reading during lockdown more than any other subject. However, children are less fluent in their reading and the gap between those children that read widely and those children who didn't is now increasingly wide.
Wider Curriculum	There are now significant gaps in knowledge in the wider curriculum subjects. This is evident from missed units and forgotten knowledge in history, through to a lack of independent creative skills in Year 1. Children have also missed out on the wider experiences e.g. trips, visitors and experiential days, as outlined in our Passports.
Pupil premium figures	PP / FSM: Y6: 52% / 43% Y5: 47% / 43% Y4 – 37% / 33% Y3 - 37% / 33% Y2 – 40% / 37% Y1 – 40% / 37% YR – 20% / 20%
Governor monitoring	Link governors to monitor according to subjects Catch up plan to be monitored by Sam Smylie (Pupil Premium link Governor)

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Planned Strategy and EEF rationale	Actions Link to SDP	Description	Anticipated cost	Timescale	Impact (once reviewed)	Staff lead	Review date?
<p>Supporting great teaching</p> <p>EEF evidence indicates that a number of strategies - at varying levels of cost - have the most significant impact. These include Early Years interventions; feedback; collaborative learning; mastery learning; metacognition and self-regulation; 1:1 tuition.</p>	<p>Academic Mentoring Identified groups of children are given extra support in line with the class teaching plans, in the form of pre-learning, over-learning and extension of learning.</p> <p>Additional Teaching Support for Years 5 and 6</p> <p><i>English and maths focus, in line with SDP</i></p>	<p>Acceptance of application.</p> <p>Application placed for two mentors – English and Maths. If available, starting January 2021</p> <p>Review according to availability of mentors – agree approach or alternatives.</p> <p>Plan to be reviewed if there is no availability. If so, transfer to providing extra teaching capacity with a focus on Years 5 and 6.</p>	<p>£2,217 for one mentor</p> <p>Government to pay salary (£19000) School to pay on-costs -</p>	Spring and summer terms	Children show that knowledge gaps are closing from initial baselining in autumn term (PIXL, Star Reader, TTR, SPAG and writing assessments).	TC, SW	February 2020 Then half-termly
	<p>Wider curriculum subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Development of RE curriculum.</p> <p><i>Wider curriculum leadership focus, in line with SDP</i></p>	<p>Wider curriculum planning will be completed with knowledge organisers and shared with parents via Tapestry. Attention will be paid to the children's 'passports' of experiences and how best to address those missed.</p>	<p>1 day x 3 per half-term for wider curriculum leads</p> <p>£2000 for HLTA cover through the year</p> <p>Emmanuel Wider Religions project £250</p>	Half-termly	Children can talk with confidence about their wider curriculum learning through the year, at a pitch appropriate to their age.	AS	

<p>Pupil Assessment and Feedback</p> <p>EEF evidence indicates that subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high quality feedback, building on accurate assessment, is likely to be a particularly promising approach. Refer to useful links tab.</p>	<p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p> <p><i>English and maths focus, in line with SDP</i></p>	<p>PIXL assessment and therapies programme is in place and used for whole class and small group tuition from Year 1 to Year 6.</p> <p>White Rose Premium package for small steps teaching approach.</p> <p>Development of the use of Times Tables Rockstars, through the use of Numbots.</p> <p>Star and Accelerated Reader assessments</p> <p>These programmes enable personalised QLA leading to individual therapies and reading books targeted at their optimum reading band.</p> <p>Implement the DEMAT preferred Headstart / DIBELS /NMM approaches.</p>	<p>Costs in addition to planned school assessment expenditure:</p> <p>Numbots package £212</p> <p>White Rose Premium £99</p> <p>Insight will be used to track performance, with additional release time for preparation, marking, analysis and input where needed.</p>	<p>Assessments in line with assessment calendar for the year and subsequent reviews shared with parents.</p>	<p>Children show that knowledge gaps are closing from initial baselining in autumn term (PIXL, Star Reader, TTR, SPAG and writing assessments).</p>	<p>AS, SW, TC</p>	
	<p>Subject leadership and assessment of impact informs learning in wider curriculum subjects.</p> <p><i>Wider curriculum leadership focus, in line with SDP</i></p>	<p>Release time and CPD for subject leaders</p>	<p>1 day x 3 per half-term for wider curriculum leads (see cost above)</p>	<p>Half termly</p>	<p>Books and Tapestry evidence that pupils' knowledge gaps are closing, from initial baselining</p>	<p>AS</p>	
<p>Transition Support</p>	<p>Transition to secondary school will be supported in our usual comprehensive way, but making use of virtual tours and Zoom, School Cloud meetings where possible. Transition in the early weeks will be completed over the first three weeks.</p>						
						<p>Total budgeted cost</p>	<p>£ 4,778</p>

ii. Targeted approaches							
Planned Strategy and EEF rationale	Actions and link to SDP	Description	Anticipated cost	Timescale	Impact (once reviewed)	Staff lead	Review date?
<p>One to one and small group tuition</p> <p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p>	<p>Improve core skills where they have fallen behind through 1:3 support.</p> <p>Identified children will have significantly increased rates of reading fluency, prosody and comprehension. They will have improved arithmetic skills and be more able to apply them.</p>	<p>1:3 tuition led by school employed TAs in KS1 and KS2.</p> <p>Focus on phonics in lower years, reading in middle years and reading and maths in upper years.</p>	<p>School has subscribed to the Schools Partnership Tutors programme, with 4 TAs expressing interest in training for this.</p> <p>£1,050</p>	<p>From January 2021</p>	<p>Progress from baseline point and end points of therapies used. Relevant pupil, staff and parental 'voice' might also be captured. Attendance rates and participation rates in 1:1 tutoring/out-of-hours catch-up programmes and so on might also be cited.</p>	TC, SW	
<p>Intervention programmes</p> <p>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. A particular focus for interventions is likely to be on literacy and numeracy. There is extensive evidence showing the long-term negative impact of beginning secondary school</p>	<p>Numeracy intervention, such as PiXL Therapies (whole class) and additional fluency sessions (whole school p.m.), supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p>Additional teaching intervention for Year 6 and then Year 5</p> <p>SEMH support for children with SEND in Year 5.</p>	<p>Senior teacher additional hours</p> <p>TA SEND small group support.</p> <p>£2,560</p>	<p>From January 2021</p> <p>From November 2020</p>	<p>Improvement in books and in assessments from autumn baselines</p> <p>Boxall profiles and pupil / teacher feedback.</p>	TC, FM	

<p>without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.</p>	<p>Those with SEMH SEND needs will be better able to regulate, facilitating improved focus and independent social skills.</p>						
<p>Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p>	<p>Nuffield Early Language Intervention</p> <p>Vocabulary and spoken language identified in SDP as an area for development</p>	<p>Acceptance on the scheme</p> <p>Baselining of children to identify spoken language needs</p> <p>Intervention programme followed from January.</p>	<p>Resources and training supplied by Nuffield</p> <p>Further resources, release time and intervention time funded by school:</p> <p>£1,921</p>	<p>Application Sep 2020 Screening Dec 2020 Training Jan 2021 Intervention from Feb 2021</p>	<p>Improved spoken language skills for those on the intervention.</p> <p>Improved understanding among staff on how to develop spoken language for all children.</p>	<p>AS</p>	
<p>Extended school time</p> <p>There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour. However, to be successful, any increases in school time should be supported by both parents and staff.</p>	<p>There are no plans for this as yet, though this can be reviewed for the summer term, in light of attendance and progress.</p>				<p>Impact can be expressed in terms of the proportion of pupils, including disadvantaged pupils, participating in the out-of-hours provision; overall attendance rates; behaviour data - including for the group who are accessing the additional provision.</p>		
Total budgeted cost						£ 5,531	

iii. Wider Strategies							
Planned Strategy and EEF rationale	Actions and link to SDP	Description	Anticipated cost	Timescale	Impact (once reviewed)	Staff lead	Review date?
<p>Supporting parents and carers</p> <p>Additional support could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. Refer to useful links tab for Communicating_Effectively_with_Families_Guide_for_Schools.pdf</p>	<p>To have in place learning systems that can readily be used for home and school communication and learning both whilst school is open and for remote learning situations.</p>	<p>SchoolCloud will be used to facilitate feedback meetings for parents, so that they are well-informed regarding their children's progress and needs.</p> <p>Tapestry will be used to support learning at home throughout the school, be it through homework or through occasions of remote learning.</p> <p>Tapestry will also be used as a communication process for parents and teachers.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required.</p>	<p>Tapestry across the school beyond existing EYFS subscription: £347</p> <p>SchoolCloud : £298</p> <p>White Rose maths books and associated copying: £750</p>	<p>From Sep 2020</p> <p>From Nov 2020</p> <p>From Nov 2020</p>	<p>Impact comments might include statements about the regularity of communications with parents and their nature/content; any indication of parental engagement with these; the results of any survey of parental opinion on the effectiveness of the school's support.</p>	<p>EW</p> <p>SW</p> <p>SW</p>	
<p>Access to Technology</p> <p>EEF evidence indicates that where remote education is used, the elements of effective teaching - such as clear explanations, scaffolding and feedback - are more important than how lessons are delivered. Ensuring access to technology is key, especially for disadvantaged pupils. Peer interactions during remote lessons motivate</p>	<p>See Tapestry and School Cloud information above.</p> <p>Government laptops will be requested as needed. These will be distributed to support on-going teaching and learning. To be sent home if closure occurs to those identified through survey.</p>				<p>Impact commentary might include information on the proportion of pupils who have, and are regularly using, the necessary equipment; the proportion who log on to any online learning offer and complete the tasks that are set; pupil and parental 'voice' around online learning platforms and their utility.</p>	<p>SW</p>	

<p>pupils and improve outcomes. Supporting pupils to work independently can improve learning outcomes. Teachers should be supported to consider which approaches are best suited to the content they are teaching. Refer to useful links tab for document - best-evidence-on-supporting-students-to-learn-remotely</p>	<p>Vodafone wifi SIM cards can be given for free internet access.</p> <p>Technical support is given to help parents to access Tapestry.</p> <p>Approach to remote learning is detailed in our Remote Learning Plan.</p>						
<p>Summer Support Summer programmes can benefit pupils socially and academically, helping to ensure that they return to school ready to learn. Summer support can also focus on a wide range of outcomes, such as confidence and wellbeing, and include a wide range of activities such as sports, music and drama that children might have missed out on during lockdown. One challenge for summer programmes is achieving high levels of attendance, particularly from children from disadvantaged families. For summer programmes to improve outcomes, they need to include high-quality academic support, such as</p>	<p>There are no plans for this as yet, though this can be reviewed for the summer term for Year 5 particularly, in light of progress.</p>				<p>Impact statements might include metrics around take-up, including by disadvantaged pupils or others whose attendance has been deemed a particular priority. The subsequent attendance, behaviour and progress of the participants might also be tracked and commented upon.</p>		

<p>small group tuition delivered by teachers or trained tutors. Teach First-trained teachers have published their experiences and tips on running summer programmes. Refer to useful links tab.</p>							
Total budgeted cost							£1, 395
<p>DEMAT (centrally funded offer)</p>	<p>£24 PER PUPIL (Centrally funded offer) See catch – up offer from DEMAT for Trust wide details School is participating in: Primary Knowledge Curriculum (PKC) – training and resources Cambridgeshire PSHE Curriculum and resources</p> <p>Access will be provided to: DEMAT Ed. Psych DEMAT Approved Assessment resources MIT training (Maximising the Impact of Teaching Assistants) 3x3 hr sessions Emotional Literacy Support Assistant (ELSA) training 1XTA per 100 pupils DEMAT Speech and Language Therapist Access to ELKLAN training for identified staff</p>						