

What is a Catch-Up Premium?

The Government announced £1 billion of funding to support children and young people to catch up following the school lockdowns in March 2020 and Jan 2021. This included 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.

The universal catch-up premium funding is available for all state-funded mainstream and special schools, and alternative provision.

Funding has been allocated on a per pupil basis, providing the equivalent of £80 for each pupil in years Reception through to 6.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

In order to support schools with school planning whilst we are in a world pandemic, the Education Endowment Foundation (EFF) has produced help guidance

This information suggests schools plan using a tiered approach with respect to school improvement and also with respect to planning how to support children to catch-up.

“Catch-up” in this context refers to the children learning the main aspects of the curriculum they missed when they were in the first lockdown (March-August 2020.)

This, aforementioned, tiered approach describes 3 tiers and the areas of provision within the tiers which schools they suggest should be focussed on to have the greatest impact this year.

Tier 1

Teaching (High-quality for all, effective diagnostic assessment, supporting remote learning and focussing on professional development.) Teaching and whole school strategies (Supporting great teaching, Pupil assessment and feedback and Transition support)

Tier 2

Targeted academic support (high quality one to one and small group tuition, teaching assistants and targeted support, academic tutoring, planning for pupils with SEND.) Targeted approaches (One to one and small group tuition, Intervention programmes and extended school time)

Tier 3

Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times) Wider strategies (Supporting parent and carers, access to technology and summer support)

It is suggested that a school's focus should also be split ½ on Tier 1 and a ¼ on Tier 2 and a ¼ on Tier 3.

Catch Up Premium for Stanah Primary School

Our school has been allocated a total of £18,880.00 for the academic year 2020-21

The DFE guidance on catch-up premium references the two school planning documents so we as a school have decided to use the tiers to support our decision-making with respect to how we spend our catch-up premium. The decisions are also guided by the school's vision and our determination to ensure all our children "catch-up" and we do not allow this pandemic to adversely affect any of our children's academic or emotional development.

TIER 1

Diagnostic testing of all children on return to school as in September

Flexible grouping and 'Quality First Teaching' inc AfL, KAGAN, Growth Mindset

Staff development – team teaching/planning support/observing good practise/sharing resources

Quality training providers; Bill Thompson (AFL), Julia Dyer (Sensory Processing)

Increased resources purchased to support the physical well-being of all pupils

Appointment of two TLR post holders to further enhance and develop the 'Stanah Curriculum' to ensure that it is fully cross-curricular, motivational and engaging

Technology provision across the whole school along with staff subject knowledge has been upgraded and enhanced

Blended teaching to support any transition to home learning. Homework to support blended approach

New approach to homework rolled out to develop over-learning of key concepts

Subject leaders to ensure that staff secure subject knowledge

Knowledge organisers introduced to support knowledge and assessment within foundation subjects

Half termly monitoring through deep and shallow dives to measure impact and curriculum coverage

Termly progress meetings focussing on attainment and progress

Staff 'Well-being' days introduced to support mental health and well-being

Maths resources purchased to support Summer Holiday learning

Bedrock Vocabulary purchased for KS2 to enhance reading and vocabulary

TIER 2

HLTA to deliver targeted Maths intervention to close the gaps.

Teacher & TA Led consolidation: Handwriting, Word classes, Sentence structure, Spelling & Phonics

Teacher & TA led Maths consolidation: Place value, addition and subtraction, multiplication and division.

Use of newly purchased IT devices to support catch up using variety of proven apps for Spelling, Punctuation, Grammar and Xtables.

Teacher led Reading interventions for GDS children (focussing on reasoning questions)

DEAR set a non-negotiable element of the timetable

NTP support for DAP children in small groups of 3.

Use of private and Local Authority provision to support the needs of children with SEND

Timetables adaptations in Y1 to support additional phonics to writing sessions

TIER 3

Absence management to help prevent any persistent absenteeism. School will aim to maintain an average attendance of 96.5%

Well-being support from the school's FSW for children identified

Use of external agencies when required to support well-being of children and families

Careful planning of PSED activities to support SEL

Reintroduction of our Stanah values and our approach to Growth Mindset

Well-being Wednesdays

Reintroduction of community coaches to support extra-curricular activities (rebuild and allow friendships and social interactions to flourish)