

Catch Up Premium

Project Highlight Report

*Autumn term 2020-21*

*This document is to be read in conjunction with:*

* *Phase 4 of the Covid -19 An Interim Strategic Plan for School Improvement Version 1.2*

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# Introduction

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. The government has announced £1 billion of funding to support children and young people to catch up. This 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.

Funding allocation

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. This funding will be provided in 3 tranches. The government will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority. The government will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools’ approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. Ofsted plans to resume routine inspections in January 2021, with the exact timing being kept under review. When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.

The purpose of this document is to present a written progress report on the current status of the school’s use of the catch up premium, measuring its performance against a budget and schedule, establishing the achievements for this term, and identifying any problem areas and subsequent plans. This document should assist the governing body in holding school leaders to account over the use of the Catch Up Premium.

# Rationale

The school’s current interim objectives[[1]](#footnote-1) for deploying its interim objectives during the global pandemic are as follows:

* To accelerate pupil progress
* To improve core skills
* To develop resilient pupils

School leaders and governors are committed to ensuring that the funds made available to the school are used in a sustainable fashion. They should enhance teaching, broaden access to the curriculum, re-engage pupils with their learning and – where possible – provide a platform for continued success for future generations of children.

# Executive Summary

## To accelerate pupil progress

* The school is currently in the process of purchasing licences for Lexia (phonics and literacy) and Flash Academy (EAL support). Pupils will be allocated a login based on prior attainment and current performance as assessed by their teacher. In addition the school has submitted an order of twenty Chromebooks and a charging station, it is anticipated that these will arrive before December. The lack of additional devices will slow the roll out of both Lexia and Flash Academy, however priority will be given to pupils who have been assessed as being most at risk of not catching up with their peers. Therefore, a small-scale roll out of both platforms will be in place by the end of October.

## To improve core skills

* Staff in the EYFS have begun to access the training modules for the ‘Curiosity Approach’ for Reception and the Nursery. Mrs Lount has successfully completed her training as a Level 3 Forest School practitioner – this will expand the scope of outdoor learning and providing adventurous learning situations for our youngest pupils.
* Core literacy and numeracy resources for lower Key Stage 2 (Years 3 and 4) are currently in the process of being selected and they will look to support pupils whose reading ability straddles the demands of Year 2 and Year 3.
* NOW>PRESS>PLAY is currently undertaking a two week trial. Its viability will then be assessed, with early signs looking positive.

## To develop resilient pupils

* All named members of staff have completed their training. Pupils will be identified and they will be allocated a place in these interventions.
* Seasons for Growth will not commence until the latter stage of the autumn term, as the programme requires a reasonable amount of time to have elapsed between the significant event and the commencement of the intervention.

# Catch Up Premium Highlight Report

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| --- | --- |
| Project Name: | Catch Up Premium |
| Project Manager: | Colin Tucker |
| Author: | Colin Tucker |
| Approver: | Local Governing Body |
| Issue Date: | Xx/xx/2021 |
| Reporting Period: | 01/09/2020 – 18/12/2020 |

|  |  |  |  |
| --- | --- | --- | --- |
| Highlight Current  Status | Underspent % | On Budget | Overspent % |
| Ahead wks | On Schedule | Behind wks |
| Highlights this period  1.  2. | | | |
| Planned tasks achieved this period  1.  2. | | | |
| Planned tasks now overdue  1.  2. | | | |
| Planned actions for overdue tasks  1.  2. | | | |
| Planned tasks to be achieved next period  1.  2. | | | |
| Key tasks to be achieved during next (weeks / months)  1.  2. | | | |
| Risks, Issues and Concerns (RAG)  1.  2. | | | |
| Action to be taken by management  1.  2. | | | |
| Status of project deliverables (RAG)  1.  2. | | | |
| Resources used this period ( staff days / weeks) | | | |



# Catch Up Premium Plan 2020-2021

|  |  |
| --- | --- |
| Total predicted funding allocation: | £28,720 |
| Autumn and Spring term payment: | £19, 146.66 |
| Summer term payment: | £9573.33 |

| **Curriculum area** | **Rationale** | **Proposal** | **Desired Impact** | **Lead and timescale** | **Cost** |
| --- | --- | --- | --- | --- | --- |
| Early Years and Foundation Stage | Many children will have had limited social contact with their peers for in excess of 5 months. Children will need support to re- establish their connections as well as process the life changing factors of the Covid pandemic. | Forest School Sessions  Improving the resources to support the implementation of a curiosity approach to learning in the EYFS. | EEF states that forest school can provide an opportunity for collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion will also be involved. On average, children who participate in adventure learning situations make approximately four months additional progress | Forest School: M Lount  Curiosity Approach: S McGee | £1400 |
| Phonics | Through early intervention in Years 1 and Year 2, the school will seek to narrow the phonetical knowledge gap in pupils who are at risk of underperforming in the Y1 phonics assessment. | Through providing differentiated literacy instruction for pupils of all abilities, Lexia’s research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. | Pupils reaching the phonics check at both Year 1 and Year 2 is in line with the emerging national picture.  The school can provide additional support for pupils in KS2. | E Strong  J Woodbridge | Currently in budget and 50 licences expire 31/03/2023  There is an additional £750 set aside for more user licences. |
| Phonics | Develop a whole-school approach to teaching literacy for 4 to 9-year olds that creates fluent readers, confident speakers and willing writers. It integrates phonics with comprehension, writing, grammar, spelling and handwriting | Purchase resources and training in the Read Write Inc. Phonics, which is a structured programme designed to ensure all children learn to read accurately and fluently. Comprehensive planning is provided for teachers so they can channel their energy and creativity into teaching fun and engaging lessons | Phonics outcomes in line with the national picture | S Reilly  E Strong | £5000 |
| Technology | Access to up to date technology will benefit children’s access to online interventions and resources such as Lexia, Third Space Learning and Times Table Rockstars.  It will also support online teaching should the need arise with a further lockdown. | Purchase of Chromebooks and  charging station to be used across the school. | As a result of the purchase and use of tablets, children are able to access online interventions and support with increased frequency.  This will have enabled children to make progress across the curriculum and in areas of highest need. | M Fiaz,  C Tucker  W Murray  In place by end of the autumn term. | £4500 |
| EAL | Lockdown will have limited pupils with EAL exposure to other languages. The school is seeking to accelerate pupil progress by providing them with the necessary support to become fluent in English. | Purchase licences for pupils (and teachers) to access Flash Academy. This will provide support at home and school, developing pupils’ mastery of English.  Flash Academy also provides teaching staff with the necessary materials to promote and encourage independent learning. | For the catch up premium to be used to ensure no child is left behind and the school is able to accelerate the language acquisition of our EAL pupils. | C Hayward  K Hope | £1500 (100 users) |
| Reading | Whilst many children have accessed online learning through Education City, Google Classroom and physical resources, the progress of children will have been significantly inhibited by a lack of face to face teaching / exposure to high quality texts for a term and a half. | Improve pupil access to high quality reading texts.  Improve pupils’ ability to access demanding vocabulary through the purchase of [**dictionaries**](https://www.theworks.co.uk/p/dictionaries-and-thesauruses/collins-english-pocket-school-dictionary/9780007978526.html) and thesauri. | Engaged pupils who are able to tackle texts that are appropriate to both their age and ability.  Children who are confident in using and applying an ever-expanding vocabulary. | G Metcalfe  K Hope  Ordered and in place by the end of autumn 1. | £4000 |
| Writing | To provide immersive and experiential opportunities to act as a stimulus for writing. | 12 month lease of now>press>play headphones to provide inclusive and immersive learning opportunities across the curriculum. | NOW PRESS PLAY will improve pupil engagement, empower children to feel more confident about the topic and consolidate the retention of key facts and information to support the work undertaken in class. | Contact: C Tucker  Logistics: W Murray | 12 month subscription £2196 |
| To foster creativity and/or cultural engagement through events, whilst also challenging pupil preconceptions about their ability to view themselves as writers. | Writer in residence  Approach a local author to become Ryefield Primary School’s writer in residence. | Improved attitude of pupils assessed to be at risk of underperforming in Literacy – with a particular emphasis on boys. | G Metcalfe | £1500 |
| Mathematics | Support the effective catch up of pupils in Year 3 and Year 4. | To purchase and trail using class sets of Power Maths exercise books and texts books for the children in Lower Key Stage 2.  This should provide consistency of content and aid transition from Year 3 into Year 4. | To accelerate pupil progress and ensure that there is no slippage around the expectations of fluency and proficiency in mathematics.  Teachers will have more time to tailor programmes to pupils who require specific, focussed work. | W Murray  In place by the end of autumn1 | £5000 |
| SCERTS and Wellbeing | Therapeutic art sessions Children may find it difficult to express some of the complex emotions that may have arisen due t lockdown.  We aim to provide targeted support for pupils that give them the time and space to begin to process what has occurred over the past 6 months. | To train one member of staff so that they are be able to deliver therapeutic art sessions to some of the youngest pupils in the school.  Staff will identify these children by their emotional needs or complex family circumstances. | Arts and creative therapies, aim to provide pupils with a safe time and place with someone who won't be judgemental of them: They will help pupils:   * make sense of things and understand themselves better * resolve complicated feelings, or find ways to live with them * communicate and express themselves, which might include feelings or experiences they find hard to put into words. | C Hayward  S Simonds  Autumn term | £450 |
| Social, Emotional and Wellbeing | Pupils may find their confidence and self-esteem damaged via lockdown. The school believes that through being involved in the dramatic arts pupils are able to develop their self-assurance and confidence in their own ability. | To use the catch-up funding to partially fund a drama tutor who will support the curriculum and improve pupils’ oracy skills as well as their ability to act, sing, dance and take direction.  This programme will run from Y4-Y6. | Pupils who appreciate their own abilities and qualities.  They demonstrate a confidence when presenting and performing. | C Tucker  A Dearing  In place throughout the autumn term – with the possibility of going beyond into the spring and summer. | £2000 |
| Dealing with loss | Grief is a bewildering experience This During lockdown, pupils will have experienced change and loss and pupils will react to this in a variety of ways. Seasons for Growth is a programme that deals with change, loss and grief associated with death, family breakdown, or any other form of separation. | A trained member of staff to run Seasons for Growth (S4G) sessions. | Peer support programme equips children with the skills needed to recognise their emotions and accept change and loss. | Kay Avery  Introduced in the second half of the autumn term. | Refresher training if needed? |
| SEND Support | SCERTS is a multidisciplinary framework that directly addresses the core challenges faced by children and persons with ASD and related disabilities, and their families. | Designated member of staff (SL) to provide support, guidance and monitor the effectiveness of strategies put in place to improve the engagement and progress of pupils with social and communication difficulties. | Improved attendance, engagement in learning and pupils progressing in the targets set by either the SENCo, or SCERTS lead. | C Hayward  S Lansiquot | Nil - in existing school budget. |
| Distance learning | To ensure that the school is well resourced to support a prolonged period of enforced social isolation via either a local or national lockdown. | Harper Collins ‘Targeted Practice’ books purchased for pupils from Reception through to Year 6. | All pupils have high quality exercise books to support distance learning.  The school possesses a healthy reserve of physical resources which can be mobilised at very short notice. | J Perry  C Tucker | £1500 |

1. Covid-19 An Interim Strategy for School Improvement, Version 1.2, 25/05/2020 (p.4) [↑](#footnote-ref-1)