



Catch-up Premium funding plan strategy 2020-2021

Children and young people across the country have experienced unprecedented disruption to their education because of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those most affected.

Who is entitled to Pupil Premium Funding?

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.

Following the second closure January to March 2021, some changes were made to the plan. The school continues to regularly review pupils needs and any allocation of additional funding that comes in under the Catch-up agenda.

Statement of intent

We believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from both disadvantaged and none disadvantaged backgrounds, continue to require additional support in order to ensure they get the best possible outcomes. Therefore, we will use all the resources available to us to help children reach their full potential, including the use of additional continued use of pupil premium grant (PPG).

How is the funding used?

Guidance states (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) 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 [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.

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

Kirk Langley Church of England Primary Catch-up Premium Grant 2020-2021

Funding information	
Academic year	2020-2021
Total number of pupils on roll	95
Amount received per pupil	£80
Total received	£7600
Governor lead	Mrs A Penny

1. **In making decisions on the use of the premium, we will focus on approaches that:**

- Use evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils such as those suggested by the EEF
- Ensure there is robust monitoring and evaluation in place to account for the use and impact of the Premium, by the school and governing body.
- Are focused on clear short-term goals providing opportunities for pupils to experience success.
- Recognise the fact that pupils who have fallen behind are not a homogeneous group and cover a wide range of needs. The strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance.

- Raise aspirations through access to high-quality educational experiences
- Promote pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.
- Ensure children emotional health and wellbeing are supported to the highest levels, enabling them to best access academic learning
- Are for all year groups not just those in key end points
- Are for the more able, not just those falling behind their peers.

2. **1.Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, we spend the PPG in the following ways:**

- Professional development, impacting on Wave 1 practice at minimum
- CPD to maximise curriculum strategy, depth and delivery (If and where appropriate following developing assessment throughout the year)

2.Evidence shows that targeted support has a positive impact and is a key component of effective Catch-up. We spend the Premium on targeted support in the following ways:

- Structured interventions (in and out of the class, but planned for minimising lost curriculum time)
- Small group tuition from our own staff mentors as they know the children well
- One-to-one support but not at the expense of resilience and independence

3.Wider strategies are used to overcome non-academic barriers to success. We spend the PPG on the following wider strategies such as:

- Positive Play initiatives e.g. mentors, dialogue to enable children to be as emotionally able to learn as possible
- Accessing wider experiences e.g. memorable experiences which use and apply skills, knowledge and are contextual

Accountability and reporting:

- School leaders and all staff in our small village school must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.
- Ofsted plans to resume routine inspections in January 2021, with the exact timing being kept under review. 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.
- Monitoring remote learning and how through intent, implementation, and impact we can continue to use elements within our Home Learning systems. We are focussed on consolidation and Keeping Basic Skills Hot through this system of consistent revisiting.

What are the barriers to our children around their need for catch-up?

The main barriers our children face is around:

- Writing
- Resilience
- Positive Play
- Wellbeing/Mental health (Impacting on behaviour, learning, and socialising)
- Attitude and engagement in reading & phonics (Home and school) which in turn impacts on writing
- Speech and language – vocabulary development and extension
- Attendance
- Low aspiration/Learning attitudes & behaviours which can reduce potential attainment across all curricular areas

EEF Support Strategy Category	Description of School level strategy/actions 'Schools have the flexibility to spend their funding in the best way for their cohort and circumstances' - DfE	Link to Recovery/School Development Plan	Budget	Timescale	Who will monitor?	Success Criteria	Evidence Source
Targeted approaches – intervention	<p>Increased staffing capacity in year groups or establish small cohorts to carry out interventions using an extended Drop Off period of 840am to 9am and through an extended Break for Positive Play, 1:1 or small group tuition.</p> <p>Mixed year groups (1. /2 and 5/6) have a HLTA and Reception have additional TA support to deliver interventions for children identified in the Recovery Plans focusing on the gaps in learning that have been identified through diagnostic assessments. Most interventions are focused on reading, writing or maths. Some interventions will address social skills/PSHE.</p> <p>Year 3 also have additional support one morning a week. The cohort size of 15 allows</p>	<p>To monitor learning based on core learning objectives for each cohort.</p> <p>To agree the key aspects needed to 'catch-up' in Reading, Writing and Maths: reasoning in practice.</p> <p>Evaluate the key objectives for Foundation subjects and RE that need a focus before July 2021 and use subject designed learning sequences such as the Oak Academy have designed to build progression of knowledge and skills for Children and staff – CDP.</p>	Approx £6000	<p>September 2020 onwards throughout the year.</p> <p>Revised on 8th March 2021.</p> <p>Reviewed May 2021</p>	HT Curriculum Leaders	<p>Significant proportion of gaps identified in children's learning are monitored and evidence is seen across a broad range of curriculum areas.</p> <p>Attainment of expected Key objectives are closer to Developing +/-Secure by July 2021.</p>	Diagnostic Assessments. Recovery Plans. Progress data analysis.

	<p>for greater 1:1 and direct intervention.</p> <p>Year 4 is also a small cohort of 13 to enable Recovery programmes.</p> <p>For 2021-2022 the school will also fund an additional HLTA on a temporary, part-time basis to further support Recovery and support Breakfast provision and Positive Play across lunch, as well as tuition for identified children.</p>						
Teaching	<p>Writing was identified as the core area most impacted on after the March 2020 Lockdown. Baseline in September across the school provided evidence of common areas of need such as readership of handwriting, punctuation and sentence structures. These key skills were also impacting on the Foundation areas. For Mathematics the arithmetic skills needed revisiting and overlearning. The next area of need was to build comprehension for Mathematical reasoning to</p>	Continue to develop Curriculum.	<p>Approx £1000 to support subscriptions.</p> <p>Funding HLTA for Year 1 and 2 mixed cohort.</p> <p>Funding from budget for extra staff to support 2021-2022.</p> <p>Funding for extra TA/Sports'</p>	Spring Term	HT Staff CPD and Staff meeting regularly to review needs.	<p>Regular moderation across the school to measure the impact of progress and attainment levels.</p> <p>Autumn Term, Spring Term and Summer Term.</p> <p>Continual feedback throughout sequences of delivery due to additional staff and small cohorts. Revising next steps daily in order that children can overlearn, apply to another context, and revisit through Home Learning tasks that</p>	Matrix to show comparison of schemes and explanation of which scheme is chosen.

	support accuracy in selecting the right operation.		coaches to provide TA based support in Reception, Year 3.			are independent and build metacognition.	
Wider strategies – Access to technology	Purchase of laptops to increase access to online packages already in place and to support access to remote learning on Class Dojo. To provide devices for identified children who have limited access at home.	Develop the Curriculum. Support through access to subject specialists via platform such as the Oak Academy for Foundation subjects.	£600	January 2021. March 2021	IT lead HT	Increased engagement with Class Dojo. Parent/Pupil feedback tell us about the impact on learning. Feedback to children is better tailored to their needs.	Parent/Pupil surveys Data on Class Dojo engagement Subject Leader Monitoring

*We are using PPG and School Budget to fund 37 hours for HLTA and additional 32 hours for a HLTA to support Recovery across 2021/2022.

*We also fund additional TA hours to support Reception Catch-Up Recovery 20 hours a week.