

Catch-up Premium Spending Plan 2020-2021

Funding Allocation and Rationale for Strategy

Funding Allocation (Mainstream Schools)

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Reception through to Year 11. This funding will be provided in 3 tranches. Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need. 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. (See also EEF - **School Planning Guide 2020-21**) Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

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. (DfE guidance - Coronavirus (COVID-19) catch-up premium).

Overview of Funds Allocation

The provisional allocation will be made based on October 19 Census data but the final allocation will be calculated on the numbers generated on the October 20 census. 25% of the provisional allocation is due for payment in the autumn, with two further payments due during the academic year.

October Census

Number of Pupils = 159 (YR – 5)

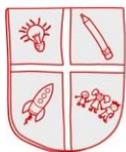
Allocation = £12,720

Context of the plan

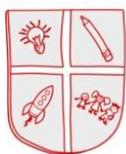
Both the Education Endowment Foundation Teaching and Learning Toolkit: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> and Guide to School Planning <https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/> have been referred to in setting these priorities and directing resources.

The catch up plan has been put in place to ensure that the children at Barrow Primary School are able to be supported in both their gaps in their learning and their well-being. This also incorporates how adults are to be supported as we try to recover the last months. The plan is based around the EEF research and is focused on 3 areas:

1. Teaching & Learning.
2. Targeted approach i.e. intervention
3. Wider strategies

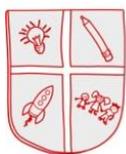


1. Teaching & Learning – the aim is to ensure that teachers are focussed on good teaching; that any assessment is timely and accurate; the curriculum in the Autumn term allows for transition from the previous year to aid recovery in core subjects.					
Intent	Implementation	Time	Cost	Impact	Evidence
Identify the gaps in the children's learning.	Timeline for assessment with year groups' analysis for all years including phonics. Staff given time to complete assessments & adapt planning for children. SENDCo to provide support for differentiation. Resources purchased that will support implementation of T&L plans e.g. White Rose, recovery.	September 2020	£500	All teachers feel supported with T&L of the children Curriculum plans are clear and regularly adapted to meet the needs of all children. Gaps are filled in their learning.	Staff plans Resources used
Improve skills and progress across the school, particularly bottom 20% require accelerated progress.	Additional resources available to support teaching across KS1, KS2 and EYFS	Autumn Term	£200	Children make accelerated progress from starting points	Phonics tracking data
Deployment of additional support staff	Additional TA support to support teaching & learning in identified year groups – Year 4 & EYFS	Autumn II	£2,000	Children with identified needs make accelerated progress from starting points	Assessment data
Reading remains high priority for the school and children welcomed back to quality texts.	Pupil have access to a range of quality fiction and non-fiction texts	By 1 st Week of September 2020	£1000	Children engaged with curriculum and engaged in reading for pleasure	Resources. Pupil's perceptions.
Additional reading scheme texts in place to support early reading	Purchase of additional text for EYFS to support early reading	Autumn I	£200	Families are engaged with supporting reading practice at home	Resources Reading tracking data
Children to be supported to develop fluency	Regular rehearsal of times table facts, supported by platform which facilitates	September 2020	£200	Children are engaged with practice at	Data tracking



in basic number skills, including times tables.	access both in and out of school via Times Tables Rockstars membership			home& in school. Informal assessment demonstrate improving skills	
IT resources for staff facilitate access to platforms that support teaching and learning.	IT infrastructure, including hardware, to improve staff access to. the latest software and apps to support teaching & learning both in school and remotely	Summer 2020	£2,500	Ipads purchased to enable access to resources that will support retrieval practice and individual progress	Teacher feedback
Gaps in children's core subject curriculum knowledge due to missed content.	Learning By Questions programme used to support individual progress. Retrieval Practice strategies used to improve attainment.	Spring 1	£600 (£200 per class – KS2 initially)	Children's individual gaps identified and progress made in these areas.	Assessment data in reading, writing & maths

2. Targeted approach – to ensure that intervention is focused on areas/gaps in learning using staff to provide support based on assessment in addition to good T&L; intervention occurs as 1:1 or small group; staff are upskilled to be able to deliver high quality intervention in all years.					
Intent	Implementation	Time	Costing	Impact	Evidence
Identify the gaps in the children's learning – with initial focus on phonics & reading	Assessment of reading for all year groups including phonics take place in the first week Yark baselining for identified chn in KS2	Autumn 1	£400	Key children identified for intervention.	Phonics & reading tracking data
Teachers & support staff available to lead identified intervention programmes.	Specific staff allocated to phonics and reading intervention groups – based around skill set and need of children.	Autumn Term	£2,500	Support staff deliver high quality intervention which is closing the gaps in learning.	Reading intervention tracking data
Staff are able to provide high quality intervention and feel able to do	Training to refresh skills e.g. phonics and Faking Fluency	Autumn 1	£500	Staff have accessed and completed courses.	Reading intervention tracking data Intervention monitoring



<p>this (upskilling).</p>					
<p>3. Wider strategies – to ensure parents, carers and staff are supported with their welfare and health by offering support; upskill support staff as mental health advocates; to audit all families to enable all to have access to appropriate technology to access learning.</p>					
Intent	Implementation	Time	Costing	Impact	Evidence
<p>Play activities and social interactions are supported, both indoors and outdoors.</p>	<p>Investment in play activities and resources that can be engaged with in ways that adhere to social distancing.</p>	<p>Autumn II</p>	<p>£500</p>	<p>Children are supported in their interactions with their peers, impacting positively on physical health and wellbeing at playtime and lunchtime.</p>	<p>Play time and lunchtime monitoring Pupil perceptions</p>
<p>Staff are trained and able to support both adults and children with their well-being.</p>	<p>Intervention programme in place. Drawing and Talking training for SENDCo Wellbeing Action Planning training. Mentally Health School Award</p>	<p>Autumn Term</p>	<p>£1000</p>	<p>Identified children supported. High attendance of vulnerable children. Parents feel supported.</p>	<p>Attendance data. Intervention programme. Parent survey. Pupil survey.</p>
<p>All parents feel able to support their children with core subjects through effective home learning support.</p>	<p>Parent workshops for reading and phonics initially via remote videos uploaded to Google Classroom</p>	<p>Half termly workshop</p>	<p>£300</p>	<p>Parents are confident with core aspects of the curriculum</p>	<p>Parent feedback</p>
<p>All families are supported to access the school's remote learning platform through the provision of appropriate hardware.</p>	<p>Spare laptops and ipads in school are reconditioned and offered as loan machines to identified families to support access to remote learning.</p>	<p>Autumn Term</p>	<p>£500</p>	<p>Identified families are provided with appropriate hardware 100% sign up to Google Classroom. Evidence that families are using it for homelearning.</p>	<p>Monitoring of homelearning and remote engagement Parent feedback</p>