

## Catch Up Premium Grant Plan 2020-21

### DfE Guidance on Catch Up Premium Funding

There has been unprecedented disruption to children's education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds are among the hardest hit. Whilst staff at Stanley Grove Primary Academy worked hard to mitigate this affect, carrying out weekly welfare phone calls and, in the most vulnerable cases, doorstep visits, the education of many children was severely disrupted. Families that had limited digital access were not able to benefit from the online remote learning offer provided during the partial school closure period from March to August 2020. Where some pupils were receiving feedback on their learning, many were completing tasks without the support of their teacher. As well as supporting home learning, many parents/carers were also dealing with increased financial pressures and worklessness as a result of the pandemic. Lockdown restrictions prevented the functioning of support networks, including those for childcare. Disadvantaged households often suffer from overcrowding, resulting in a lack of appropriate space in which to learn.

The Catch-Up Premium was introduced in September 2020 to mitigate a potential negative impact that children may have suffered due to lack of face to face teaching/non-attendance at school during partial lockdown (personal, social, educational, physical, etc). Schools should use this funding for specific activities to support pupils to catch up for any lost teaching over the previous months, in line with the DfE Full Opening guidance on curriculum expectations for the 2020-21 academic year. Schools have the flexibility to spend the funding in the best way for their cohort (children) and contextual circumstances. Primary Schools receive £80 for each pupil on roll. 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 individual 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.

**Funds Available 2020-21 = £50,400**

**This document outlines the proposed spend of the Catch Up Premium and its intended impact. The plan will be reviewed termly, in line with regular school self-evaluation procedures.**

The plan has been devised in collaboration with teachers. Once children returned to school at the start of the Autumn term 2020, staff spent the initial 4 weeks carrying out formative assessments. They adjusted the curriculum to provide space for both additional wellbeing sessions and consolidation of core learning in Mathematics and English (including Phonics in KS1). Based on this assessment, the following plan has been created to ensure the funds are used to support catch up for the most vulnerable pupils.

#### The key objectives:

The school's strategy for the 2020/21 year aims to address the following barriers to educational achievement among its pupils eligible for Catch Up premium. Academic outcomes are tracked and analysed termly as part of our termly pupil progress monitoring cycle.

#### Barrier 1-

- **Lost learning time in Mathematics**
- **Parental strategies to support home learning during school closure differed from school methods**
- **Lack of digital access to quality remote learning resources and regular teacher feedback**

#### Key Objective 1

Address misconceptions and acquire knowledge and skills in core Mathematical concepts to enable children to access Quality First Teaching and their current year groups' curriculum content

Action	Rationale	Intended Impact
Provide release time for teachers in KS2 to run small group Mathematics tuition	The EEF toolkit suggests that interventions matched to specific pupils' needs can be effective, particularly when delivered through 1:1 or through small group support.	Children are provided with a 3 week block of 3x weekly tutoring. There will be three blocks during the Spring and Summer Terms. The tutoring will address gaps in learning and misconception identified in class. Children will revisit content to consolidate learning and be primed for future learning. Class Teachers may carry out the tuition, enabling them to remain accountable for the pupils' progress. They know where the 'gaps' are and it also reduced workload by cutting out communication to a third party. Teacher's know their learners best and are therefore best placed to support them to catch up.
Computer based intervention KS1	KS1 staff preference was for an intervention that could be carried out independently, with minimal adult supervision, whilst staff were continuing to work with other pupils and deliver the curriculum. 'There is clear evidence that digital technology approaches are more beneficial for writing and mathematics practice than spelling and problem solving, and there is some evidence that they are more effective with young learners.' - EEF	Children access the intervention software multiple times a week; the consolidation and repetition of content leading to long term memory change. The committal of facts into long term memory will improve general mathematical fluency.
Parent/carer virtual Mathematics education programme	'Parents/carers play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes'. - EEF	By developing a bank of online tutorials, teaching parents/carers the methods used in school, the capacity to support learning in the home is increased. Teachers can then direct parent/carers to the resource videos when the content is being covering in class. This is linked to our digital strategy and the provision of 100 home use devices into the community.
<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>• Termly monitoring shows pupils have secured knowledge and skills in concepts delivered through tuition (evident in books and teacher assessments)</li> <li>• Teachers report increased learner confidence in areas covered by tuition</li> <li>• Parents/Carers are accessing videos and providing positive feedback at termly workshops and monthly phone calls</li> </ul>		
<b>Key Person:</b> Amy Footman (Head of School) and Hew Ting Yuen (Assistant Head of School)		
<b>Monitoring and Evaluation:</b> Termly pupil progress meetings Termly assessment in R,W,GaPS Teacher surveys/focus groups Parent/carer comments on digital platforms Parent telephone consultations		
<b>End of Spring Term Review</b>		
<b>End of Summer Term Review</b>		

**Barrier 2-**

- **Lost learning time in Reading**
- **Lack of reading resources in the home**
- **Limited access to local libraries**
- **Parents/carers English language levels preventing them supporting reading in English**
- **Parent/carers lack of knowledge and/or confidence in understanding and supporting Phonics**
- **Lack of digital access to quality remote learning resources and regular teacher feedback**

**Key Objective 2:**

Acquire knowledge and skills in Phonics, vocabulary and reading  
to enable children to access Quality First Teaching and their current year groups' curriculum content

Action	Rationale	Intended Impact
Provide release time for teachers in KS2 to run small group reading and explicit vocabulary tuition	The EEF toolkit suggests that interventions matched to specific pupils' needs can be effective, particularly when delivered through 1:1 or through small group support.	Children identified as needing additional support are provided with tutoring sessions, 3 times a week, in groups of 2-4. In Y3-5, tutoring will run for 3 week blocks. There will be three blocks during the Spring and Summer Terms. In Y6 the tutoring will run continually from Spring 1. The tutoring will address gaps in learning and misconception identified in class. Children will revisit content to consolidate learning and be primed for future learning. Class Teachers may carry out the tuition, enabling them to remain accountable for the pupils' progress. They know where the 'gaps' are and it also reduced workload by cutting out communication to a third party. Teacher's know their learners best and are therefore best placed to support them to catch up. The second option is an experienced teacher, who knows the curriculum and pedagogical approaches, carries out the tutoring. Both of these options are preferable to an external, unqualified tutor.
Computer based intervention KS1	KS1 staff preference was for an intervention that could be carried out independently, with minimal adult supervision, whilst staff were continuing to work with other pupils and deliver the curriculum. 'There is clear evidence that digital technology approaches are more beneficial for writing and mathematics practice than spelling and problem solving, and there is some evidence that they are more effective with young learners.' - EEF	Children access the intervention software multiple times a week; the consolidation and repetition of content leading to long term memory change. The committal of phonic knowledge into long term memory will improve general reading fluency and phonological awareness skills.

Parent/carer virtual Phonics education programme	'Parents/carers play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes' .- EEF	By developing a bank of online tutorials, teaching parents/carers the methods used in school, the capacity to support learning in the home is increased. Teachers can then direct parent/carers to the resource videos when the content is being covering in class. This is linked to our digital strategy and the provision of 100 home use devices into the community.
<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>• Termly monitoring shows pupils have secured knowledge and skills in concepts delivered through tuition (evident in books and teacher assessments)</li> <li>• Teachers report increased learner confidence in areas covered by tuition</li> <li>• Parents/Carers are accessing videos and providing positive feedback</li> </ul>		
<b>Key Person:</b> Amy Footman (Head of School) and Alison Bolton (Curriculum Lead)		
<b>Monitoring and Evaluation:</b> Termly pupil progress meetings Termly assessment in R,W,GaPS Teacher surveys/focus groups Parent/carer comments on digital platforms		
<b>End of Spring Term Review</b>		
<b>End of Summer Term Review</b>		