

# Catch – Up Funding 2020-2021 Plan

## PLANNING AND USE OF CATCH UP FUNDING

From September 2020 the DfE will be providing funding for schools to support children and young people to catch up. This includes a one-off universal 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 due to the Coronavirus pandemic.

The funding will be allocated on a per pupil basis of £80.

In September 2020 will have children on roll, so will expect to receive

£3680 catch up Foston

£2800 catch up Terrington

Funding will be provided in 3 tranches. An initial part payment in autumn 2020, then a second grant payment in early 2021, based on updated pupil data.

The second grant payment will also take account of the initial part payment made in autumn 2020, we will receive a total of £46.67 per pupil across the first 2 payment rounds. A further £33.33 per pupil will be paid during the summer term 2021.

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

We will use this funding for specific activities to support our pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.

To make the best use of this funding we have identified a range of strategies highlighted in the Education Endowment Foundation 'Support Guide for Schools', this has suggested evidence-based approaches to catch up for all students.

### Catch Up Premium Plan 2020-2021

Intent (What we hope to achieve)	Implementation (How we will achieve our intent)					Impact (Of actions taken)	Inform (Our next steps)
	Action /Strategy	Focus Group	Responsibility	Time scale	Costing		
<b>Whole school strategies</b> - supporting a wide range of outcomes, including academic, wellbeing and confidence.							
Ensure every teacher is supported and prepared for the new academic year.	Additional in class teaching assistant support. Shared inset day across 3 schools Preparation meeting end of summer term training day Clear guidance shared and discussed in	All staff	SM	July – Sept	£0	All staff supported / clear and prepared for the new year Continuation of governor mental health person	
Provide professional development opportunities, e.g. to support effective use of technology.	Develop the use of Google classroom across the school through focused CPD.	Whole school	SM	31 Oct 2020	£1500 grant funding from DFE	In event of closure all children will have access to improved quality t and l	
Provide training on any organisational or logistical changes to school life.	<ul style="list-style-type: none"> <li>- Regularly updated staff / parent guidance with survey for questions / responses / concerns</li> <li>- Weekly staff meeting agenda item to discuss changes to guidance / procedures – minuted for support staff not in attendance</li> </ul>	All staff	SM KS	Sept 20 – Sept 21	£0	Staff, parents and children feel confident that school is covid secure	
Offer additional support and mentoring to early career teachers, who may have had opportunities to develop their practice curbed by partial school closures.	<ul style="list-style-type: none"> <li>- Provide extended PPA allocation to RQT Foston and additional CPD opportunities, such visits to alternative KS1 settings, training courses.</li> <li>- Half termly full day out of class for CPD</li> <li>- NQT at Terrington – small nursery cohort, opportunities provided to develop final practice teaching across schools through merging of classes</li> </ul>	RQT NQT	KS	Sept 20 – July 21	£0	NQT's and RQT's continue to develop their expertise in class teaching  Children make sustained progress in all areas	

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Set aside time to enable teachers to assess pupils' wellbeing and learning needs.	Initial focus on well being at start of the year. Integrated into curriculum coverage and RSE. Year 1 children access EYFS provision for 3 weeks at beginning of summer term Y 4,5,6 return in small cohort for 3 weeks due to significant need in class Children return to same class in order to deliver an effective and gradual transition in KS1 and KS2 classes	Year 1 Year 3 Year 4 5 6	SM	9 <sup>th</sup> Sept – 28 <sup>th</sup> Sept	£0  Existing TA support	Regular PSHE sessions Planner number system in place for children who need to talk Curriculum planned with mental health and well being as priority in the first three weeks of term Thrive interventions implemented immediately	
Provide pupils with high-quality feedback, building on accurate assessment.	Review of Feedback Policy	All staff and children	SM	7 <sup>th</sup> September training day  Sept 20 – July 21	0	Clear procedures for hand and respiratory hygiene when marking books Termly day for staff to work with children on targets for the term	
Plan and provide transition support, e.g. running dedicated transition events, either online or face-to-face.	Transition sessions were run for all children not able to gain a full time school place in summer term including new reception nursery starters Online settling in meetings Online EYFS workshop for new parents Forms questionnaire to ascertain views on covid restrictions in place Forms questionnaire to ascertain views on home learning and positives / negatives / improvements school could make	Parents and children	SM All teaching staff	July - October	0	Children settle quickly back into school routines Issues quickly picked up and addressed through clear lines of communication	

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	Children choosing to not return being supported to transition back into education through home learning / regular catch up meetings						
Use assessment to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils with receiving schools.	Teacher assessment ongoing throughout the first half term with interventions planned to meet the needs of children going forward Assessment baseline to be before half term alongside teacher assessment to build a fuller picture of gaps that need addressing Teachers to be allocated non-contact time for analysis. IPM meetings to be undertaken in week 4 virtually Gap targets generated throughout half term Instant intervention given where required	All children	SM KS	9 <sup>th</sup> September – 31 October	o for summative and formative assessment  Existing TA support to do instant interventions	The gap closes rapidly for all children in school	
<b>Targeted support</b> - ensuring that tuition/intervention is guided by the school, linked to the curriculum and focussed on the areas where pupils would most benefit from additional practice or feedback.							
Ensure tuition group sizes are small or that tuition is offered on a one-to-one basis.	Additional HLTA appointed 3 afternoons per week to undertake consistent and dedicated interventions to meet needs our cohorts of children Interventions will meet a variety of needs – SEMH / C and L / SPLD / gap targets of children who have fallen behind	All identified children	KS	Sept 20 – July 21	£3680 catch up Foston  £2800 catch up Terrington	All areas of need are met through specific and targeted interventions tailored to meet the needs of our children Gaps close rapidly	
Ensure literacy and numeracy are focussed on.	TAs work alongside teachers to have clear aims and objectives for the sessions. Regular feedback sessions. Interventions are based on initial assessment and will be followed by	All staff involved in interventions	KS	Sept 20 – July 21	o	All areas of need are met through specific and targeted interventions tailored to meet the	

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Ensure programmes meet the specific needs of pupils.	further assessment, to ensure that support is well-targeted.					needs of our children Gaps close rapidly	
	Focus on other aspects of learning, such as behaviour or social and emotional needs, where required.						
Ensure TAs who are delivering interventions are trained in the specific content and approaches.	Provide in school and external CPD for TAs as appropriate to their role.	All staff	KS	Sept 20 – Dec 20	TBC to be drawn for delegated budget	Staff deliver effective interventions that close the gap rapidly	
Extend the length of the school day to provide additional support to pupils.	Offer breakfast / after school sessions to those children where additional opportunities would be beneficial. They will be regular sessions over a sustained period and consistently delivered.						
Ensure any extension of the school day is supported by parents and staff.	Communicate with individual parents about offered breakfast / after school sessions. (Class Dojo and direct email)						
<b>Wider strategies</b> - making sure the school and families continue to work together.							
Provide additional pastoral support to families	Provide regular and supportive communications with parents, especially to increase attendance and engagement with learning. Use of weekly newsletters, virtual meetings, supportive phone conversations, sharing of procedures	SM KS Class teachers	SM KS	Sept 20 – March 21	0	All parents are confident for their children to return to school	
Invest in additional technology, by improving the facilities available in school.	School to sign up for the Office 365 suite to promote remote learning opportunities. Laptops are lent to those parents who did not have easy access to It for their children.	All children	SM	Sept 20 – October 20	0	School is even more effectively prepared for further closure	
Ensure the elements of effective teaching are	Provide clear explanations and feedback to online learning through	All staff children	SM	Sept – Oct 20	0	Remote learning constantly evolves to provide the best	

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present when using technology.	staff meetings regularly assessing impact of learning Provided training for staff on effective home learning Moving forward this effectiveness through virtual classroom -					for our children and promote good progress	
Providing support and guidance on how to use technology effectively.	Offer support to all parents, children and school staff to enable use of technology. Begin to use virtual classroom for home work etc so parents familiar	parents	Class teachers	Autumn term	o	Children able to use remote learning in case of shut down / self isolation	
<b>Total Spend:</b>							
£3680 catch up Foston							
£2800 catch up Terrington							