



	Subject Area: Catch-Up Premium 2020-21
	Main Priority: Supporting the specific needs of children returning from lockdown with gaps in learning following unprecedented disruption to their education as a result of COVID-19. Allocated funding is calculated at £80 per pupil. 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. Budget = £17,920 Committed spend to date: £17,190.40
	Subject Leader: Tom Plim
	Link: Various
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in end of unit assessments using The White Rose.</p>
Writing	<p>Children have not necessarily missed the 'units' of learning in the same way as Maths. However, they have lost the essential practise of writing skills. Stamina for writing at length has decreased and specific skills such as handwriting. Spelling, Punctuation and Grammar specific knowledge has suffered, which has led to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input; parents felt more confident in supporting children to read at home. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide, particularly the bottom 20% of readers.</p>
Non-core	<p>There are now significant gaps in knowledge – whole units of work from across the curriculum have not been taught, meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. Through discussion with children and families, the amount of physical exercise decreased during lockdown</p>

Target	Action Required	Timescale/Resources	Success Criteria	Monitoring Evidence/Evaluation
<p>Bespoke Interventions</p> <p>Plus One and Power of 2 Maths interventions books</p> <p>Boardgames to support early language development (EYFS)</p>	<p>Assess and provide intervention according to pupil needs</p> <p>Purchase additional support</p>	<p>£100-Additional Maths Arithmetic resources purchased/plus one textbooks purchases</p> <p>Dyslexia screening tool purchased</p> <p>Use of LSAT and EP sessions</p>	<p>Pupils needs are evidenced and support in place</p> <p>Provision Maps</p> <p>Implementation of recommendations from outside agencies e.g. LSAT, SALT, EP etc.</p>	<p>Provision maps in place</p> <p>Staff meeting Autumn term regarding provision maps</p> <p>1 Pupil seen by EP Autumn Term</p> <p>3 Pupils seen by LSAT Spring Term</p>
<p>Seesaw Platform for whole-school use (Premium edition)</p> <p>To maintain continuity in the event of self-isolating and to support remote learning and direct children to bespoke targeted activities whether at home or in-school</p>	<p>Provide staff training for platform and regular discussion re: use</p> <p>Ensure pupils able to access Seesaw and work confidently with it</p>	<p>One year license for 191 pupils in Y1-6: £840.40 (£4.40 per student)</p> <p>Staff training</p>	<p>Staff trained and confident to Seesaw's use</p> <p>Pupils trained to use it and confident when using it</p> <p>Pupils access online learning of a high standard</p> <p>High quality provision in line with school MTP</p>	<p>Staff training Autumn term</p> <p>Pupils taught how to use Seesaw-via classroom lessons</p> <p>TP monitoring feedback weekly</p> <p>Staff feedback from parents</p> <p>Feedback from on-line learning questionnaires</p>
<p>Laptops</p> <p>Children can access independent online activities (e.g. Bitesize, Oak Academy, White Rose) to plug identified gaps e.g. to support reading fluency and independent online activities.</p>	<p>Procurement of devices and storage</p> <p>Demonstration and distribution to classes</p>	<p>£309x50 = £15,450 (-£2,500 HP trade-in scheme) = £12,950</p> <p>Based on 5 devices per class</p>	<p>Pupils independently using laptops to enhance learning experience</p> <p>Personal pathways and bespoke activities assigned to children via Seesaw</p>	<p>Pupils using laptops independently - observed during drop-ins/learning walks</p> <p>Laptops also contribute towards remote provision in the event of a bubble closing</p>

<p>Speech and Language (Early Years)</p> <p>Talk Boost (EYFS)</p>	<p>Speaking and listening barriers to learning identified</p> <p>SALT support across school</p>	<p>£500 resources (staff including CH and ANW have already undertaken training)</p>	<p>Earlier identification of speech, language and communication problems.</p> <p>Reception children will speak fluently and accurately, using an age appropriate vocabulary</p>	<p>Pupils screened and referrals evidenced</p>
<p>Phonics</p> <p>Phonics CPD (in-house) for Lower Key Stage 2 staff</p>	<p>Focus on individual support for staff needs</p>	<p>½ day subject leader time for preparation and delivery £100</p>	<p>Staff confident to support pupils' phonic needs</p>	<p>Learning walks evidence phonics group work by teachers and TAs running interventions</p>
<p>Extended school time (targeted support)</p> <p>Teacher-led targets intervention: identified children are able to access a half term block of 6x weekly catch-up club sessions (1hr per week)</p>	<p>Assessment of any learning needs/gaps</p> <p>Identification of children who will benefit from targeted support</p> <p>Inform parents of purpose of booster sessions</p> <p>Entry and exit information</p>	<p>13 class teachers offering 6x1hr, 9x40min or 12x30min catch-up sessions (after-school sessions or 'breakfast boosters')</p> <p>Approx. cost £2700</p>	<p>Strategies immediately implemented to address key barriers to learning.</p> <p>Progress in reading, writing and SPAG, with at least good progress from starting points.</p> <p>Identified children will increase in confidence, target individual misconceptions and close the attainment gap between them and others</p> <p>Attainment of identified children improves and effect of lockdown becomes negated</p>	<p>After school clubs offered to targeted pupils</p> <p>Ongoing assessments have a greater degree of confidence and accuracy</p>