

**Catch up Premium – St Mary’s CEVA Primary**  
**Kettering**

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.

Schools’ allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. Though funding has been calculated on a per pupil or per place 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 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.

**Focus of Funding**

**Teaching and whole-school strategies**

The EEF COVID-19 SUPPORT GUIDE FOR SCHOOLS highlights key areas to focus upon when allocating the Catch Up Premium Funding. We believe that for our school, our children and circumstances the main area to focus upon and address is high quality teaching for all. As such the funding has been used in relation to two main areas identified by the EEF guidance:

1. Supporting great teaching
2. Pupil assessment and feedback

**Targeted Support**

Further to teaching and whole-school strategies we believe our children will benefit from focused support. As such the funding has been used in the below are identified by the EEF guidance:

1. One to one and small group tuition
2. Targeted interventions

	Pupil Numbers	Funding Allocated
St Mary’s CEVA Primary	260	£20800

<b>Planned Expenditure</b>		
<b>Supporting great teaching</b>		
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>How will you review implementation?</b>
Children rediscovering the ability to communicate with each other. Deepen homeschool communication	Use of cooperative learning strategies such as talk partners CPD to all staff on how to structure and implement these approaches Additional PSHE linked with Worship to embed vision and values and give children the opportunity and strategies to share Seesaw SEMH interventions and provision	Professional feedback Learning walks Observational feedback Child voice Seesaw activity Behaviour monitoring – PSHE – VOC – staff feedback – worry box – parental feedback - surveys
High quality behaviours for learning in lessons.	CPD to all staff on behaviours for learning, MAJ for PP 6 x yearly Timetabled MAJ lesson weekly to remind children of the ‘learning to learn’ behaviours	Lesson observations Learning walks Observational feedback Behaviour data
Total budgeted costs	£6200	MAJ books revamped £1200 PP tutoring £2250 Seesaw £1661 MAJ release time £3600
<b>Pupil assessment and feedback</b>		
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>How will you review implementation?</b>
Clarity of gaps in prior learning related to NC objectives and statements.	Question Level Analysis from summative testing for diagnostic purposes – maths Reading ages of all SEND children	Maths learning walks and planning meetings to support Progress measures from interventions Bedrock and Nussy data
Accurate first hand information allowing for targeted planning of future teaching.	Followed ‘Catch up’ Curriculum from Classroom Secrets Maths planned in response to QLA	

	Coaching lower KS2	
	(Time given for teachers to process their QLA – phonics screening cover – reading age assessments)	Teacher progress discussions
Total budgeted costs	£	Costs involve – additional teacher time for analysis of QLA – Phonics screening cover and implementation - £450 assessment materials being purchased Learning Walks Bedrock and Nessy £761 Coaching cover needs £450
<b>One to one and small group tuition</b>		
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>How will you review implementation?</b>
Children able to access future learning successfully.	3 x LACS 1:1 Tuition – 45 minutes weekly All SEND children receiving bespoke additional intervention TA x 12 targeting between 4-8 non SEND children in R or M Class teachers targeting Autumn, Spring and Summer 8 – 10 children targeted – baseline to outcome measurable PP children ‘mentored’ 6 x yearly PP in yrs 3, 4, 5 attending additional learning breakfast clubs	Termly data drops Teacher progress discussions Measurable interventions half termly Pupil Voice Books
Total budgeted costs	£	Costs involve additional support staff hours to allow for post/pre-teaching groups to be provided - £600 Breakfast club costs for siblings to attend while other is learning - £375

<b>Targeted interventions</b>		
<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>How will you review implementation?</b>
Support for those children that have fallen behind the furthest to catch up to their peers.	Additional teacher recruited for English/Maths based interventions for children in upper KS2 in readiness for end of Key stage tests  Small group and 1:1 specific teaching	Termly data drops Summative test outcomes Teacher progress discussions  Additional TA for SEND - £8400
Total budgeted costs	£	Costs involve additional staff hours to allow for post/pre-teaching groups to be provided - £2470.50  Additional teacher hours – 5 x afternoons - £8110

### **Total projected spend £30327.50**

For many children, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that a single approach will be enough. Therefore, the above will be spread across a range of different children in response to their individual specific needs. Furthermore, these approaches will be supported by the schools belief that Quality First Teaching is essential in supporting children to negate the negative impact of the school closures.