

St Hild's College CE Aided Primary School

Catch Up Strategy Action Plan 2020 – 2021

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 years reception through to 11.

Payments

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census.

*The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of **£46.67** per pupil. 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.

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 - updated 24/08/2020)

School Overview

Number of pupils in school YR – Y6	155
Proportion of disadvantaged	44%
Catch-up Premium allocation (No. of pupils x £80)	£12,400
Publish Date	October 2020
Review Dates	Jan, March, July 21
Statement created by	A Ryder
Governor Lead	T Ferguson

Barriers to Future Attainment

A	Basic skills in reading, writing and mathematics below or significantly below age-related expectations.
B	Gaps in key skills and knowledge across the wider curriculum and RE
C	Pupils' mental health including social and emotional development affected due to the pandemic, pupils behavior and attitudes to their learning may have been impacted

Barrier	Action	Desired outcome	Timescale /Cost	Person Resp. (Who?)
A	The school has an accurate understanding of all gaps in RWM as a result of baseline assessments	Informal baseline assessments undertaken by teaching staff. Analysis done and shared by staff with SLT at PP meetings Pupil mini reports to parents in place of parents evenings Nov 20. Formal assessments beginning of December 2020 followed by PP meetings	September 2020	Teaching Staff SLT
A,B	The school has an accurate understanding of all common gaps across classes, groups and individuals and uses this information to effectively deploy staffing	Analysis done and shared with staff Pupil progress meetings to agree quality first teaching, group tuition and 1:1 tuition Intervention timetables developed. Additional staffing identified and appointed Additional and existing staffing used deployed	Ongoing Additional staff costs	Teaching Staff TAs SLT
A,B	Adjusted planning in place at a class, group and individual level to target gaps	Published materials such as White Rose Mixed age Curriculum to be shared and taught Reading Plus introduced KS2 Key focus on reading to be implemented throughout KS2 curriculum to strengthen reading fluency Staff CPD timetabled	Autumn Term 2020 Reading Plus	Teaching Staff TAs SLT
A,B	Quality first teaching is used effectively to target whole class gaps and this results in pupils making strong gains in learning to be back on track	Whole class teaching plans adjusted to fill gaps identified at whole class level Quality first teaching to focus gap filling for identified groups of pupils alongside catch up tuition and intervention Class Catch Up Plans created by each teacher Staff CPD timetabled.	Ongoing Includes additional staff costs as above.	Teaching Staff TAs SLT SLT Monitoring timetable
A,B	As a result of grouping pupils with common gaps in learning,	Intervention groups – timetables regularly reviewed. CPD provided by English and Maths Lead linked to EEF guidance and teacher development trust	Ongoing	Teaching Staff TAs SLT

	these are addressed and pupils are swiftly back on track	TA Diocesan Maths training	Diocesan SLA for training	
A,B	Assessment for learning is used well to track the impact of pupils and as a result teachers and leaders have a clear understanding of the impact of their work	Impact of support is tracked through formative assessment and informal assessments eg daily maths, TTRS, Spelling Shed, reading Plus The impact of all intervention regularly reviewed between teaching and support staff. All adjustments needed are swiftly made to ensure pupils make strong progress Impact is reported to parents and governors regularly through governor monitoring/meetings and pupil progress sheets to parents each half term.	Ongoing Contribution to TTRS and Spelling Shed	Teaching Staff TAs SLT
C	Minority of pupils are struggling to settle back into class routines and have a limited attention span linked to difficulties experienced due to existing behavioural or emotional issues, COVID 19 and lack of structured learning experiences since March 2020 add to this.	EWEL team support Listening Matters with PFW in place support children's mental health Behaviour support in place with identified pupils. Trauma training CPD takes place for all staff with Emotional Wellbeing Team to develop staff knowledge on child mental health. PSHCE Long term plan reviewed Staff complete Public Health England Psychological First Aid CPD	Ongoing 1 additional afternoon PFW cost Lego therapy training	Teaching Staff TAs SLT