

Catch-Up Premium

School name:	Canterbury Cross Primary School – 330 2039
Academic year:	Sept 2020 – July 2021
Total number of pupils on roll:	482
Total catch-up budget:	£80 per pupil Total amount £33,360
Per term:	Autumn £
Date of review:	Mid-point Feb 2021 Final July 2022
Lead Teacher:	Clare James (DHT) and Saubia Nawaz (DHT)

Targeted Support Plan

Action	What will we do	Intended Outcome/Impact	Cost	Notes
Targeted support: Focus on key skills and gaps in knowledge in literacy and numeracy.	<p>1 teacher (Part time for Year 5)</p> <p>1 teacher (Part time for Year 6)</p>	<ul style="list-style-type: none"> Target support group sizes are small in order to meet the children's specific needs and accelerate progress. Interventions, tuition and targeted support is delivered by qualified teachers in order to meet the children's specific needs and accelerate progress. Interventions, tuition and targeted teaching are 	<p>To start Autumn 1 with a review in Feb.</p> <p>Autumn Cost (13 weeks) £13,590</p> <p>Spring Cost:(11 weeks) £11,498</p> <p>Summer Cost:(12 weeks) £12,543</p>	<p>All teachers employed on a temporary contact, either through an agency or directly by the school.</p>

		<p>followed by assessment, which can be used to ensure that support is targeted and focused.</p> <ul style="list-style-type: none"> • Interventions, tuition and targeted teaching meet the specific needs of pupils. • Gaps in literacy and numeracy will close due to faster progress. • More children will gain ARE. 	<p>Total Cost: £37,631</p>	
<p>Targeted support in class and through targeted interventions: Focus on key skills and gaps in knowledge in literacy and numeracy.</p>	<p>1 Teaching assistant (0.8 part time in Year 3)</p> <p>1 teaching Assistant (0.8 part time in Year 4)</p>	<ul style="list-style-type: none"> • Targeted teaching within class to address misconceptions and close gaps in learning. • Through small group interventions, targeted children are to be given additional and personalised support. • Interventions, tuition and targeted support is delivered by level 3 TAs in order to meet the children's specific needs and accelerate progress. • Interventions, tuition and targeted teaching are followed by assessment, which can be used to ensure that support is targeted and focused. 	<p>£115.00 per day – 4 days per week £460.00 Per week (per TA)</p> <p>To start Autumn 1 with a review in Feb.</p> <p>Autumn Cost (13 weeks) £11,960</p> <p>Spring Cost (11 weeks) £10,120</p> <p>Summer cost: (12 weeks) £10,040</p> <p>Total Cost:</p>	<p>All TAs employed on a temporary contact, either through an agency or directly by the school</p> <p>(All other year groups; Early years and KS1 have a Teaching Assistant allocated to each class to support with catch up activities, their roles are as intervention support with a focus on phonics, reading, writing and mathematics have been developed, they are now delivering</p>

		<ul style="list-style-type: none"> • Interventions, tuition and targeted teaching meet the specific needs of pupils. • Gaps in literacy and numeracy will close due to faster progress. • More children will gain ARE. 		bespoke programmes. This is being delivered from the school budget.)
Total spend Target teaching:			££32,280	

Wider Support Plan

Action	What will we do	Intended Outcome/Impact	Cost	Notes
Continue to ensure pupils have the required access to technology to support their remote learning at home.	To purchase laptops with management licences	<ul style="list-style-type: none"> • Ensure pupils have the required access to technology. • Utilise technology to facilitate tuition, where required. • Invest in additional technology, either by providing pupils with devices or improving the facilities available in school. • Ensure the elements of effective teaching are present when using 	13 laptops with a unit cost of £789.29	

		<p>technology, e.g. providing clear explanations through explicit modelling and feedback.</p> <ul style="list-style-type: none"> • Provide support and guidance on how to use technology effectively. 			
		Technology Resources:	£ 10,260		

Summary report

What is the overall impact of spending?

How will changes be communicated to parents and stakeholders?

Catch up Premium Plan on website

Final comments

Final spend:	£80,171 (from school budget: £46091)
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Coronavirus (COVID-19): how does the catch-up package work?

The government has announced a £1 billion funding package to support a catch-up plan for schools.

What funding is available?

£650 million of universal catch-up premium funding will be available for all state-funded mainstream and special schools for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. The remaining £350 million will pay for the establishment of a National Tutoring Programme, which will run for the duration of the 2020/2021 academic year and give schools access to subsidised tutoring sessions and free coaches for the most disadvantaged pupils. The government has released further details on the funding which can be accessed [here](#).

How will the universal catch-up premium funding be provided?

Allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Reception through to Year 11. Special, alternative provision (AP) and hospital schools will be provided with £240 for each place.

Funding will be provided in three payments – the first will be paid in Autumn 2020, based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP and hospital schools.

A second payment will be distributed in early 2021, based on updated pupil and place data, and a further £33.33 per pupil or £100 per place will be paid during the Summer term 2021.

While funding has been allocated on a per pupil or per place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs.

How can the funding be used?

Funding should be used for specific activities to support pupils to catch up for lost teaching during the coronavirus pandemic. For pupils with complex needs, the DfE strongly encourages schools to spend the funding on catch-up support to address pupils' individual needs.

Whilst headteachers can decide how the funding is spent, the Education Endowment Foundation (EEF) has published a [guide](#) to help schools decide how to use the funding. The guide includes a number of approaches schools could take to use the funding, split into the categories below.

Teaching and whole-school strategies

In relation to supporting teaching, schools could consider:

- Ensuring every teacher is supported and prepared for the new academic year.
- Providing professional development opportunities, e.g. to support effective use of technology.
- Providing training on any organisational or logistical changes to school life.
- Offering additional support and mentoring to early career teachers, who may have had opportunities to develop their practice curbed by partial school closures.

In relation to pupil assessment and feedback, schools could consider:

- Setting aside time to enable teachers to assess pupils' wellbeing and learning needs.
- Providing pupils with high-quality feedback, building on accurate assessment.

In relation to supporting transitions, schools could consider:

- Planning and providing transition support, e.g. running dedicated transition events, either online or face-to-face.
- Focussing transition events on sharing information about the school or running activities designed to make pupils feel comfortable in school.
- Using 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.

Targeted support

In relation to one-to-one and small group tuition, schools could consider:

- Creating a three-way relationship between tutor, teacher and pupils, ensuring that tuition is guided by the school, linked to the curriculum and focussed on the areas where pupils would most benefit from additional practice or feedback.
- Ensuring tuition group sizes are small or that tuition is offered on a one-to-one basis.
- Having tuition delivered by qualified teachers; however, tuition delivered by tutors, TAs or trained volunteers can also be valuable.

In relation to intervention programmes, schools could consider:

- Ensuring literacy and numeracy are focussed on.
- Ensuring programmes meet the specific needs of pupils.
- Focussing on other aspects of learning, such as behaviour or social and emotional needs, where required.
- Making sure interventions are followed by assessment, which can be used to ensure that support is well-targeted.
- Ensuring TAs or volunteers who are delivering interventions are trained in the specific content and approaches.

In relation to extended school time, schools could consider:

- Extending the length of the school day to provide additional support to pupils.
- Ensuring any extension of the school day is supported by parents and staff.
- Ensuring regular sessions are maintained over a sustained period and that delivery is consistent.

Wider strategies

In relation to supporting parents and carers, schools could consider:

- Making sure the school and families continue to work together.
- Providing additional pastoral support to families, e.g. focussing on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.
- Providing additional books and educational resources to families over the Summer holidays.

In relation to access to technology, schools could consider:

- Continuing to ensure pupils have the required access to technology.
- Utilising technology to facilitate tuition, where required.
- Investing in additional technology, either by providing pupils with devices or improving the facilities available in school.
- Ensuring the elements of effective teaching are present when using technology, e.g. providing clear explanations and feedback.
- Providing support and guidance on how to use technology effectively.

In relation to access to Summer support, schools could consider:

- Implementing Summer support programmes to help ensure pupils are ready to return to school.
- Focussing support on a wide range of outcomes, including academic, wellbeing and confidence.
- Providing a range of activities, such as sports, music and drama that pupils might have missed out on.
- Communicating with pupils and their families to assess the level of engagement and barriers to attendance.
- Assessing the impact of running Summer support on staff.
- Ensuring Summer programmes include high-quality academic support, such as small group tuition delivered by teachers or trained tutors.
- The EEF says that schools are not expected to adopt all of the suggested approaches above, but should prioritise those that are best suited to their context.

Will schools be held to account for their use of the funding?

Governors and trustees should scrutinise schools' approaches to catch-up from September, including plans for and use of catch-up funding. This should include consideration of whether schools are spending the funding in line with their catch-up priorities and ensuring appropriate transparency for parents.

Ofsted will be conducting a programme of non-graded visits to some schools during the Autumn term. During these visits, inspectors will discuss with schools how they are bringing pupils back into full-time education, which may include plans schools have to spend their catch-up funding. Find out more about Ofsted's visits [here](#).

When routine Ofsted inspections resume in January 2021, Ofsted will be making judgements about the quality of education being provided, which will include how school leaders are using their funding to ensure the curriculum has a positive impact on pupils.

How will the National Tutoring Programme work?

The programme will comprise of at least three parts, including the following:

- A **5 to 16 programme** that will ensure high-quality provision is available to 5 to 16-year-olds in state-funded primary and secondary schools from the second half of the Autumn term 2020
- A **16 to 19 programme** for school sixth forms, colleges and all other 16 to 19 providers to provide small group tutoring activity for disadvantaged 16 to 19 students whose studies have been disrupted as a result of the pandemic
- A **Reception year early language programme** that will make training and resources available at no cost to schools where additional targeted support for oral language would be particularly beneficial