

Catch up Funding Premium Strategy - 2020 - 2021



What catch-up funding is for?

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds.

What can the funding be used for?

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 curriculum expectations in the government guidance document: Guidance for full opening schools. While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

Funding Allocations:

School allocations will be calculated on a per pupil basis. Mainstream school will get £80 for each pupil in from reception to year 11 inclusive. However, please note schools should use the sum available to them as a single total even though funding is calculated on a per pupil or per place basis.

Payment schedule:

Schools will get funding in 3 tranches, the pupil headcount from the October 2020 census will be used to allocate funds for mainstream schools.

- **Autumn 2020** – this is based on the latest available data on pupils in mainstream schools
- **Early 2021** – based on updated pupil and place data. This 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 or £140 per place across the first 2 payment rounds.
- **Summer 2021 term** - a further £33.33 per pupil or £100 per place.

Summary of Information - Figures for each tranche based on estimates provided by LA finance team			
	Autumn Term	Spring Term	New financial Year / Summer Term
Total number of pupils	374 (rec – Y6 based on Oct 2019 census)	359 (rec – Y6 based on Oct 2020 census)	354 (rec – Y6 based on Oct 2020 census)
Catch up premium budget	£7,480 (3 months of the total)	£9,573 (4 months of the total) – worked out on 7/12 of £80 multiplied by October census number of pupils on roll (possible recalculation of NOR may be less)	£11,800 (remaining 5 months of the total) – worked out on 5/12 of £80 multiplied by January census number of pupils on roll
Estimated Total for 2020 - 2021			£28,853

Our Strategy:

The aim of our Catch-up funding Strategy is to raise the attainment of all pupils to close the gap created by COVID-19 school closures

At Holgate Primary School, we believe that there is no single approach that works for all pupils, in order to support our pupils to catch-up on their missed education we need to use a combination of approaches. Our Catch-up plan follows the Education Endowment Foundation's (EEF) tiered approach:

- Teaching (Part or Whole School)
- Targeted Academic Support
- Wider Strategies

Identified impact of lockdown:

Maths	Specific Maths content has been missed during the school closure, leading to gaps in learning and broken sequence of learning. Recall of basic skills and fluency has suffered – children are not able to recall number facts, times tables and have forgotten once taught calculation strategies.
Writing	Children have lost the regular opportunities to write for a purpose or for extended periods of time. Specific knowledge in spelling, punctuation and grammar has suffered, leading to a lack of fluency in writing. Writing stamina has been affected and the children motivation around writing at length.
Reading	Some children continued to access reading at home, but many children have not accessed reading texts consistently. Children less fluent in their reading, phonic acquisition, reading speed and the gap between those children and those who read regularly and widely is now increasingly wide.
Non- Core	There are significant gaps in knowledge – whole units of work 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 manage connections between concepts and themes through the curriculum without support. Children have also missed out on the curriculum experiences e.g. Trips, visitors and enriching curriculum moments.
Mental Health & wellbeing	It is acknowledged by all professional agencies that the mental health and wellbeing of children was affected by the lockdown period and in many cases a lack of routine and structure has impacted on their learning stamina. As such many will be experiencing a range of emotions and feelings about the situation, being in school etc. support on personal health and wellbeing will need to be addressed.

Monitoring and reviewing:

This plan will be a working document for us to continuously update as areas are addressed or other areas are identified.

A review of this plan will be completed at the end of each term to evaluate the impact of the action and additional actions will be added as identified.

Green – completed

Orange – Ongoing

Not Highlighted – Planned expenditure not yet completed

Current and planned expenditure for this academic year 2020 - 2021:

Reviewed: Spring 2021

Teaching (Part or Whole School)			
Action & Rationale	Intended Outcome / Success Criteria	Costings	Timeline
Quality first teaching			
Staff to attend the age group specific White Rose Maths Webinars to support Maths delivery.	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.	£15 per year group - £90	Autumn Term
Development of a Maths vocabulary document in line with the new Maths approach to support learning following the school closures.	We have a detailed and progressive Maths vocabulary document to support staff closing learning gaps in planning and provision.	£400 – release time for partnership work with another school.	Autumn Term
Teacher support for the use of Maths resources and how these can be utilised effectively for remote learning	Staff have a bank of researched strategies for them to utilise in their planning and provision for remote learners.	£400 – release time	Autumn Term
English – Writing, English Leader to carry out a whole review of the next English Units to identify and priorities knowledge and skills to support children in addressing learning gaps.	English provision has been adapted to ensure that it addresses the key aspects of essential curriculum coverage not taught in the previous academic for all year groups.	£400 – release time	Autumn Term
Subject leaders to carry out a whole school review of the Curriculum Vehicles to identify and priorities Knowledge and skills to support children in addressing learning gaps in the non core subjects.	Teachers are clear about what learning to prioritise in their curriculum Vehicle to ensure the children have effective learning steps on which to build new learning so they can catch up quickly.	£600 – 6x 0.5 days release time	
Speech and Language development in EYFS and KS1			
To identify, implement and embed an effective approach to assessing speech and language development and provide a package of support to children who need it.	Pupils to be accurately assessed by staff. Groups and individuals to be identified for and to take part in specific packages of support.	£1335.00 to purchase Speechlink programme £600 (3x days staff CPD)	Autumn Term
CPD for new EYFS staff on effective interaction with children to promote communication and language development through the Let's Interact CPD Programme	All staff have been trained and are now skilled at promoting good communication and interaction during child-initiated play.	£1300	Spring Term
CPD for F1 staff on Talking Tables intervention	All F1 staff have completed CPD to deliver the approved Speech and Language intervention – Talking Tables, this is now embedded as an adult led session in F1.	£200	Autumn Term

To support staff in the identification of gaps in knowledge and understanding			
Additional time to be allocated to staff to complete a full gap analysis of the core subjects to identify what learning has been forgotten and what has been missed due to the closures to effectively plan for the terms ahead.	All class teachers have a clear understanding of the gaps in learning created by the school closures. These are then used effectively in future planning and provision.	£3600 – 1 day release time per class teacher	Autumn Term
To improve Reading – identified as a school priority when children returned to school in June			
To improve access to high quality texts for pupils in upper key stage 2 to use as home readers.	The reading provision in upper key stage 2 is improved, ensuring that ALL children have access to high quality home reading texts.	£1000 for texts	Autumn Term
CPD for Year 3 staff on Phonics.	All staff working within Year 3 can swiftly and accurately assess for gaps within the children’s phonic knowledge. Staff feel confident planning and delivering whole-class phonics sessions.	£200	Autumn Term
Literacy Volunteers- To deliver regular reading interventions for identified pupils in lower Key stage 2.	Regular reading intervention taking place for identified pupils to close the gaps in learning identified through assessments.	£500	This is due to start in April 2021
To purchase on-line high-quality texts for pupils in KS1 and EYFS to access for all elements of blended learning including phonically decodable books and other specific books utilised in planned reading provision	High quality texts are accessible both in school and online enabling all pupils equitable opportunities to engage with these to support their reading acquisition and accelerate their progress	£1,600 subscription costs for 3 Key Stages	Spring Term
Remote Learning CPD for staff			
To develop and embed our remote learning offer for children isolating or in the case of a local or national lockdown. Included CPD for staff on the use of Microsoft TEAMS, Sways, Forms etc	The school has an effective and well structure approach to our remote learning offer for children learning from home.	Release time for curriculum working party £500 (5 staff) x 2 sessions - £1000. £200 A day for leader to support each week to support staff (12 weeks)- £2400	Autumn Term
CPD for “PE teaching during remote learning”	PE leads understand what quality PE provision should like for remote learning.	£50 CPD	Spring Term
To utilise the CPD to develop a clear structure to our remote learning PE provision and secure year groups specific sequences of lessons which are suitable for a blended learning approach.	Provision for PE is clearly taught and builds on appropriate age-related skills and this is accessible as part of our remote learning offer	£800 subscription costs for 3 Key Stages	Spring Term

Targeted approaches

Action & Rationale	Main Gaps Identified	Intended Outcome / Success Criteria	Costings	Timeline
Year 6 additional academic support				
To support pupils in closing the gaps in learning caused by the school closures, to ensure pupils make accelerated progress to achieve ARE by the end of the academic year / Government statutory tests.	<ul style="list-style-type: none"> Stamina Basic calculation Place value – speed Reading speed Grammar retention Writing – getting ideas down 	Pupils identified to receive in school booster sessions securing the gaps in learning from year 5.	1 day of additional staff £150 per week for Autumn Term (12 weeks) £1800	Autumn Term
To provide additional booster sessions for year 6 pupils after school to support them addressing key gaps and help preparing for the end of year assessments		All year 6 pupils have been given the opportunity to attend additional education booster session (after school)	1 day of additional TA £150 per week for Autumn Term (12 weeks) £1800	Spring Term
To provide 1-1 Reading to 10 children from each class for pupils not in school via TEAMS weekly with Teachers. To provide 1-1 Reading sessions weekly with Class Teachers for children in school.		The selected pupils for 1-1 Reading intervention make accelerated progress to address the identified gaps.	Provided as part of the weekly taught provision	Spring Term
Year 5 additional academic support				
To support pupils in closing the gaps in learning caused by the school closures, to ensure pupils make accelerated progress to achieve ARE by the end of the academic year.	<ul style="list-style-type: none"> Reading Rainbow grammar Story writing genre from last year missed Learning groups needed for English Pastoral support 	Pupils involved make accelerated progress and have achieved ARE by the end of year 5, giving them adequate foundations to begin year 6 next academic year. 1 day of additional staff	£200 per week for (12 weeks) £2400	Autumn Term
To provide 1-1 Reading to 10 children from each class for pupils not in school via TEAMS weekly with Teachers. To provide 1-1 Reading sessions weekly with Class Teachers for children in school.		The selected pupils for 1-1 Reading intervention make accelerated progress to address the identified gaps.	Provided as part of the weekly taught provision	Spring Term
Year 4 additional academic support				
To provide 1-1 Reading to 10 children from each class for pupils not in school via TEAMS weekly with Teachers.	<ul style="list-style-type: none"> Routines 	The selected pupils for 1-1 Reading intervention make	Provided as part of the weekly taught provision	Spring Term

To provide 1-1 Reading sessions weekly with Class Teachers for children in school.	<ul style="list-style-type: none"> • Timetables knowledge 	accelerated progress to address the identified gaps.		
To provide twice weekly Phonics Interventions for children in school and at home in small groups of 2-5. To provide reading intervention based on reading comprehension intervention based on Reading explorers.	<ul style="list-style-type: none"> • Reading speed – regression on book bands – Project X uncompleted • Grammar transferred to writing • Reading comprehension 	Phonics progress is accelerated for the selected pupils. The intervention accelerates progress in reading comprehension skills particularly in retrieval and inference.	Provided as part of the weekly taught provision. Part of the weekly taught provision	Spring Term
Year 3 additional academic support				
To provide 1-1 Reading to 10 children from each class for pupils not in school via TEAMS weekly with Teachers. To provide 1-1 Reading sessions weekly with Class Teachers for children in school.	<ul style="list-style-type: none"> • Reading age regression • Writing skills • Sentence structures • Stamina (to write) 	The selected pupils for 1-1 Reading intervention make accelerated progress to address the identified gaps.	Provided as part of the weekly taught provision	Spring Term
To provide twice weekly Phonics Interventions for children in school and at home in small groups of 2-5.		Phonics progress is accelerated for the selected pupils.	Provided as part of the weekly taught provision	Spring Term
Year 2 additional academic support				
To support Y2 pupils in closing the gaps in phonics learning caused by the school closures, to ensure pupils make accelerated progress to achieve ARE by the point of the phonics screening check.	<ul style="list-style-type: none"> • Speed of work • Routines • BAS scores down for pupils who struggled to engage in Summer 2020 lockdown • Phonics regression 	All year 2 pupils have been given the opportunity to attend additional education session after school	Additional staff costs – 0.5 per week - £100 Autumn Term (12 weeks) £1200	Autumn Term
Let's Interact training delivered to Teachers and TA's to develop interaction with the children and modelling of language skills.		All Y2 staff are well-equipped to provide effective Let's Interact Strategies.	£200	Autumn Term
To provide twice weekly Phonics Interventions for children in school and at home in small groups of 2-5.		Phonics progress is accelerated for the selected pupils.	Provided as part of the weekly taught provision	Spring Term
To provide 1-1 Reading to 10 children from each class for pupils not in school via TEAMS weekly with Teachers. To provide 1-1 Reading sessions weekly with Class Teachers for children in school		The selected pupils for 1-1 Reading intervention make accelerated progress to address the identified gaps.	Provided as part of the weekly taught provision	Spring Term

Year 1 additional academic support				
To support Y1 pupils in closing the gaps in phonics learning caused by the school closures, to ensure pupils make accelerated progress to achieve ARE by the point of the phonics screening check.	<ul style="list-style-type: none"> • Routines • Stamina • Need daily exposure to an element F2 CIA • Phonics regression 	All year 1 pupils have been given the opportunity to attend additional education session after school	Additional staff costs – 0.5 per week - £100 Autumn Term (12 weeks) £1200	Autumn Term
To address gaps in Speech, Language and Understanding across Y1 as identified following the assessment of children using the Speech and Language Link Programme.		Pupils involved have made accelerated progress and end of intervention assessment shows that gaps have been closed and children are no longer flagging as red for speech and language concerns.	2 additional PMs to support £140 Autumn Term (12 weeks) £1680	Spring Term
Let's Interact training delivered to Teachers and TA's to develop interaction with the children and modelling of language skills.		All Y1 staff are well-equipped to provide effective Let's Interact Strategies.	£200	Autumn Term
To provide twice weekly Phonics Interventions for children in school and at home in small groups of 2-5.		Phonics progress is accelerated for the selected pupils.	Provided as part of the weekly taught provision	Spring Term
To provide 1-1 Reading to 10 children from each class for pupils not in school via TEAMS weekly with Teachers. To provide 1-1 Reading sessions weekly with Class Teachers for children in school.		The selected pupils for 1-1 Reading intervention make accelerated progress to address the identified gaps.	Provided as part of the weekly taught provision	Spring Term
EYFS				
To address gaps in Speech, Language and Understanding across EYFS as identified following the assessment of children using the Speech and Language Link Programme.	<ul style="list-style-type: none"> • Routines • Stamina • Social Skills • Speaking, listening and attention • Independent skills 	Pupils involved have made accelerated progress and end of intervention assessment shows that gaps have been closed and children are no longer flagging as red for speech and language concerns.	2 additional PMs to support £140 Autumn Term (12 weeks) £1680	Spring Term
Children in school are exposed to routines and encouraged to develop independent skills Due to being in a smaller group staff are working more closely with children to develop their social skills.		Routines are established and pupils are making progress in their social skills independently	Provided as part of the weekly taught provision	Spring Term

Class Teachers to provide 1-1 Reading with children in school every day. A Reading book is sent home with Home Learning each week.		The selected pupils for 1-1 Reading intervention make accelerated progress to address the identified gaps.	Provided as part of the weekly taught provision	Spring Term
Every day 2 children at home to take in a 1-1 Reading session with the Class Teacher.		The selected pupils for 1-1 Reading intervention make accelerated progress to address the identified gaps.	Provided as part of the weekly taught provision	Spring Term
Let's Interact training delivered to Teachers and TA's to develop interaction with the children and modelling of language skills.		All EYFS staff are well-equipped to provide effective Let's Interact Strategies.	£200	Autumn Term
Vehicle in school and home learning has lots of opportunities to develop their speaking and listening skills.		Pupils are making good progress with their speaking and listening skills in a range of situations	Provided as part of the weekly taught provision	Spring Term
Phonics sessions filmed and sent out daily and a task to follow up to apply what has been learnt. Phonics taught daily for those children in school.		Phonics progress is accelerated for pupils.	Provided as part of the weekly taught provision	Spring Term

SEND remote learning provision

Staff CPD and release time, to creating personalised Microsoft Sway's that meet the learning needs of pupils with SEND. (B-Squared assessments used to identify pupils next steps).	All pupils with SEND needs have a provision that meets their needs.	£400 (release time for CPD for 2 people) Release time – 2 day per week creating SEND sways for 6 weeks. £2400	Spring term
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Catch up interventions

Individuals and groups of children demonstrating gaps in learning are targeted for support as gaps continue to be identified as new units of work are taught.	As a result of the school closure, gaps in learning for individual children are identified as the year progress and they approach new learning. These are gaps are addressed by familiar staff, who know the children well.	Release time for own staff to carry out interventions. £400 x Autumn Term (12 weeks) - £4800 £400 x Spring Term (12 weeks) £4800	Autumn Term and on going
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Wider Strategies

Action & Rationale	Intended Outcome / Success Criteria	Costings	Timeline
Supporting parents to access remote learning / blended learning			
Videos made demonstrating how to use TEAMS and access assignments	All parents are able to access TEAMS enabling their child(ren) to complete their remote learning as required.	£400 – 2 days release time	Autumn Term
Remote Learning leader to support Parents in accessing TEAMS and remote learning when isolating of in the case of a local or national lockdown. Contact is made by telephone, email or Face to Face if absolutely necessary. Technical remote access also enabled through the schools IT provider.	The school has an effective and well structure approach to our remote learning offer for children learning from home.	£1000 – 6 days release time (a day per week over Lockdown 2)	Spring Term
If remote learning is not possible: It was identified that during the previous lockdown whilst some children had access to stationary some did not and once their initially supply given to them by school had been used they have limited access. To support this, school to purchase basic stationary provisions for children who need to work from home should they need them	School have a bank of resources available for families to use. Resources are printed for those children where remote learning via devices.	£500 Resources £100 printing costs	Spring Term
Supporting Parents with managing their own and their family's well-being and mental health			
<i>Following the National lockdown Mental Health and Wellbeing has become a priority for support for many families. Formulate a package of support offers for families that need it.</i>			
CPD for Staff: <ul style="list-style-type: none"> Resilience and Recovery Emotional Health and Wellbeing: Using the EEF Social and Emotional Learning Guidance Report to help Curriculum Planning Time to review and disseminate to staff.	CPD has been accessed and utilised to embed a package of support for parents who need support.	£400 - Release time for staff	Spring Term
Maintaining communication through weekly welfare calls to vulnerable families.	Communication has been maintained with parents who are vulnerable to mental health issues.	Release time for staff. 2 day per week - £200 x12 (Spring Term during lockdown 2) - £4800	Spring Term
Access to technology			
To develop and enhance the schools learning platform using Microsoft TEAMS, create pupil log in for all	The school have a functional and effective learning platform that allows teacher to set children work and for children to	£1300 5 days for initial set up	Summer Term /Autumn Term

children F1 – Year 6, provide training materials for staff on how to access TEAMS. Create class TEAMS where staff set daily assignments to be completed at home when isolating or in the case of a local or national lockdown. Create class email addresses to improve the communication between parents and the class teacher allowing continued communication to be maintained.	complete and submit. All children have access to TEAMS and are able to access their work when learning from home.		
Improving the facilities available in school to support our blended learning approach, including headsets for live teaching, visualisers for showing pupils work on screen.	The facilities in school have improved allowing staff to utilize the technology available to them more effectively when delivery live teaching sessions.	Visualisers - £189 x 19 Headsets - £30 x 20 sets £4191	Autumn Term
Access to laptops / dongles for parents to loan when a pupil is self isolating. Additional time from the schools ICT support Provider in order to support this.	Dfe laptops have been applied for and have been used to support all children in having access to IT devices.	£780 - 3 x days of support for initial set up and dispersal Half a day support each week to parents and staff	Autumn Term
Purchase X10 Chrome Books to be loaned out to families who do not have access.		£400 x 10 = £4000	Spring Term
Due to increased number of laptops, ensure that effective Safeguarding software is in place for all laptops both in school and when remote learning.	SENSO has been upgraded to ensure all safeguarding software is in place.	£600	Autumn Term
Parental communication & Attendance at school			
To ensure Parent communication and planned Parents evenings continue to take place	Release time for teachers to hold telephone consultations with parents to discuss academic achievement and progress, well being and share targets for improvement.	15 teachers x £200 £3000	Autumn Term
To research for systems that allow parent booking and also more suitable platform to conduct virtual parents meetings through allowing for video calls etc	A system is in place that enables parents to video meet with their child's class teacher to ensure.	£1000 approx. Cost of purchasing the software for parents evening.	Spring Term