

**Funding allocation:**

Mainstream Schools' allocations have been calculated on a per pupil basis, providing each primary school with a total of £80 for each pupil from Reception through to Y6.

Payments:

This funding will be provided in 3 tranches. The DFE provided schools with an initial part payment in autumn 2020, based on the latest available data on pupils. They will then distribute a second grant payment in early 2021, based on updated pupil and place data 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 can 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.

Accountability and monitoring:

As with all government funding, school leaders must be able to account for how this money is being used to achieve the DfE's 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, school governors will scrutinise the schools' approach to catch-up from September, including their plans for and use of catch-up funding. This will 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)

Number of Pupils	530
Catch- Up Premium Allocated	Currently allocated £9140
Published Date	1 st December 2020
Review Date	September 2021
Produced by	Mr Pridden
Chair of Governors	Mr Wilson

Strategy and Context:

- Approximately 60% of children from Nursery to Year 6 engaged with the detailed online learning that the school provided during lockdown from March to June; this was made available on the website and was year group specific.
- From the June partial opening of school to the end of the summer term approximately 140 pupils attended school every day. This enabled face to face teaching and those pupils that were still isolating at home carried on accessing the home learning. During this period, we extended the use of Google Classroom from Y6 to the rest of KS2 and Year 2. As the majority of our children were at home, this was a particularly difficult task, and the process took several weeks. Early Years' staff made use of Tapestry to support remote learning in Nursery and Reception. Year 1 staff produced paper based resources and this was also provided for children in other year groups with very little or no access to online learning.
- School was fully closed over the summer holiday period which meant that no school based or remote learning was set. From a school management point of view this was crucial in terms of teacher workload and their mental health and emotional well-being. This allowed for teachers to come back to what was going to be a very challenging and tiring term in Autumn 2020 with renewed energy and professional focus.
- Upon re-opening in September 2020 we had a good response to children coming back to school. Attendance was stable across all year groups upon return and is currently at 94%. Staff have been pleasantly surprised at how much our pupils retained during lockdown.
- As a leadership team we discussed the strengths and weakness of our remote provision and decided to provide Google classroom for the new Year 2 and Year 1 children; further whole school training also needed to be provided. Google classroom really came into its own again when bubbles had to be sent home in late October/early November. We intend to develop this further in the New Year and train staff in the use of Google Meet, in readiness for bubbles having to isolate.
- As a staff, we agreed to settle children back for the first 2 weeks of the term and on our return to school, teachers planned and delivered a whole school unit of work. There was been a strong focus on interrupting the forgetting of previous topics and on PSHE/pupil well-being. We also agreed that good quality teaching would form the main thrust of our recovery curriculum. We felt that

teachers were best placed to ascertain gaps in knowledge as they went along through their day to day formative assessments and the use of interrupting the forgetting. Our collective strategy was to address gaps in Reading, Writing and Mathematics initially and then the foundation subjects. At this point staff would be able to ascertain where pupils have regressed in terms of their learning and feed this back to the SLT. The SLT will then analyse and plan how best to provide support and interventions across Reading, Writing and Mathematics in order to identify children to catch up in their areas of greatest need.

- It was agreed Catch up Premium will be targeted at Year 1, Year 2 and Year 3 to provide support and intervention in phonics. Year 5 and Year 6 would also receive support as necessary, following assessment at the end of November.

Barriers to Attainment
Staff have no previous summer data to use. September baseline assessments have to be used as a starting point to ascertain exactly where all children are in relation to their age related learning in Reading, Writing and Mathematics
Some children may have had limited access to reading materials and reading support during the summer term and therefore their reading ages, comprehension and phonetic understanding may be lower than expected at the beginning of Autumn 2020
Some children may struggle to settle back into school and class routines and may have a limited concentration due to COVID 19 and a lack of structured learning experiences since school closures in March 2020.
Whole School, Home Learning was limited due to the platform used and its lack of interactivity. It need to be developed further from the start of this academic year to improve the quality of access to learning at home for all children – Google Classroom
EEF: A lack of access to technology has been a barrier for some children
Parents working from home when children are trying to access remote education

Remote Learning					
Action	Rational	Desired Outcome	Monitoring	Staff Lead	Review
Google Classroom CPD provided for staff on how to use the Google Classroom	Successful use of Google Classroom with Year 6, prior to March 2020 lockdown.	Google Classroom is in place for all children from Nursery to Year 6. Staff, children and parents are able to use it effectively by the end of September 2020	Reviewed and monitored by phase leaders. Feedback from Staff	Mr Donnelly – SLT and IT Leader	Monthly
Google Classroom Children are trained in its use after this initial staff training	It is important that support and training is provided to ensure that pupils can access the technology independently when isolating.	Children are able to access Remote Learning effectively All of the class access remote lessons	SLT feedback from staff who are delivering lessons through the GC platform	Mrs Peacock (DHT) and Mr Donnelly – SLT and IT Leader	Monthly
Google Classroom To deliver live introductions to learning set online, effectively and safely.	To encourage children to engage in remote their learning.	Children have contact with their peers and teachers. All children engaged with remote learning.	Staff feedback lessons learned to SLT so that remote learning can evolve effectively	Teachers, Phase leaders, AHT/DHT/HT	Weekly
Google Classroom Parents/carers are made aware of the platform and how it can support and develop and extend home learning.	Ensuring teachers, parents and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.	Parents are clear about their responsibilities and what school will provide	Engagement of learning on Google Classroom is monitored and parents contacted where needed.	Mrs Peacock, Class Teachers	Weekly
Ensure all pupils have access to Technology. Parents/carers apply for Chrome Books to lend out if required	Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home.	All children have access to technology at home	HT/DHT monitor accessibility for vulnerable families	HT/DHT	Ongoing
Ensure appropriate support & documentation is available for parents	Ensuring teachers, parents and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.	Parents are able to log on to Google Classroom easily and parents are aware of the school's expectations.		Mr Donnelly It Coordinator and Senior Leader	½ termly

Learning Support					
Action	Rational	Desired Outcome	Monitoring	Staff Lead	Review
Ensure children in Y1 to Y3 catch-up in phonics by working in small intervention groups. Additional TA support required - £2400 Purchase additional phonics resources - £500	Extensive evidence supports the impact of high quality 1-1 and small group tuition as a Catch-up strategy.	Targeted Children to be at, or above age related expectations by end of Summer term 2021.	Half termly data submitted to AHT	Mrs Johns	Half termly
Purchase the online Letters and Sounds Library and Floppy Phonics to support phonics from Nursery to Y3. £350	Ensuring teachers, parents and children have access to online quality resources is essential for children to keep up with phonics learning at home, during self-isolation/lockdown	Children to be at, or above age related expectations by end of Summer term 2021. Children continue to use phonics as the prime strategy for decoding.	Half termly	Mrs Johns	Half termly
Following November assessment data, identify Y5 and Y6 children requiring after school intervention for Maths and English. £1950	Extensive evidence supports the impact of high quality 1-1 and small group tuition as a Catch-up strategy.	Targeted pupils to be at, or above age related expectations by end of Summer term 2021.	Half termly data submitted to HT/DHT/AHT	HT/DHT/AHT	Half termly
Purchase “Now Press Play” an immersive technology to support all curricular areas from N to Y6, by interrupting the forgetting. £2400	Interrupting the forgetting is recognised as a method to aid children in remembering facts which become embedded in long term memory assisting understanding and application.	Children catch up quickly on missed learning	HT/DHT/AHT	Mrs Johns	Half termly

Purchase 12 licences for LbQ (£2520)	The learner experience of LbQ, including individualised feedback on every question, improves engagement, confidence, and resilience as well as skills and knowledge. Identifying gaps and misconceptions and providing a greater range of challenge frees each child to progress towards their potential.	Children will catch up as gaps in learning are very quickly identified and addressed by the class teacher. Children having to self-isolate will keep up with learning in class.	On-going	Mr Donnelly	Half termly
Extend online access and purchase form the Oxford Owl e-Library £500	To ensure that children have access to a wide range of reading books at home in line with their Reading Age, during self-isolation/lockdown.	Children will remain at least in line with their reading age by summer 2021.	Half termly feedback to phase leaders/AHT	Mrs Johns	Half termly