



### CATCH-UP PREMIUM SPENDING June 2021

**“For I know the plans I have for you,’ declares the Lord, ‘plans to prosper you and not to harm you, plans to give you hope and a future.”  
Jeremiah 29:11**

The Government has allocated funding to each school to support “Catch-up”  
<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#use-of-funds>

This DfE guidance states:

*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](#).*

In order to support schools with planning at this time due to the Covid-19 pandemic, the Education Endowment Foundation (EEF) has also produced two guidance documents:

- ❖ “The EEF guide to supporting school planning – A tiered approach to 2020-21”  
[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/The\\_EEF\\_guide\\_to\\_supporting\\_school\\_planning\\_-\\_A\\_tiered\\_approach\\_to\\_2020-21.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf)
- ❖ “Covid-19 support guide for schools”  
[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Covid-19\\_support\\_guide\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)

## STRATEGY STATEMENT

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID - 19). Those from the most vulnerable and disadvantaged backgrounds will be among the hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be allocated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years Reception through to 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID -19), the grant will be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

### Catch up funding is about the 3 R's:

**Restoration**

**Relationships**

**Responding to needs (pupils – parents – staff)**

It is from these building blocks that we can support our school community and continue to develop and grow stronger from the pandemic.

#### **The EEF advises the following:**

##### **Teaching and whole school strategies**

- ❖ Supporting great teaching
- ❖ Pupil assessment and feedback
- ❖ Transition support

##### **Targeted approaches**

- ❖ One to one and small group tuition
- ❖ Intervention programmes
- ❖ Extended school time

**Wider strategies:** relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

- ❖ Social and emotional learning

- ❖ Reinforcing behaviour routines
- ❖ Sustaining parental engagement

#### CATCH-UP PREMIUM SPENDING

Amount of allocation for 2020/21 academic year:

£80 per pupil = 79 pupils = £6320. This funding will be provided in 3 tranches.

#### Impact from previous lockdown and implementations to consider:

Pupils will continue to be assessed to look at gaps in learning from the January lockdown, and timetables adjusted to ensure accelerated progress matches these areas. For example, twice daily phonic sessions and a clear focus on spellings in English and their application in writing, common exception words or a higher emphasis on place value and partitioning in Maths.

Accelerated progress includes:

Phonics 2-3 times daily

Mental maths x2 daily (as appropriate)

Daily reading – reading fluency and stamina.

Eco-reading – adult read, then child reads same section to build stamina and expression. Children must be reading along and tracking as well. ‘My turn, Your turn’.

As per school wave provision: intervention groups/outside agencies as appropriate.

All children to be re-benchmarked to assess reading levels.

Pupils in Year 2 took the postponed Phonic Check during Autumn II.

Other areas for consideration:

Building resilience: for example, changing for PE without relying on adult support or the use of manners and speaking in full sentences when asking for something: through speaking and listening opportunities.

St Peter's C of E Infant School 'Catch up' spending. This will be continuously reviewed by the Headteacher, teaching staff and governors.  
 Planned expenditure for current academic year based on past and recent national lockdown measures can be seen below:

INITIATIVE	PUPIL GROUPS RECEIVING SUPPORT	AMOUNT	IMPACT
<p><b>TEACHING</b></p> <p><b>Autumn term impact</b></p> <p><b>Spring/summer term impact</b></p>			
<p>Reading books – to match reading with pupil's individual phonic stage:                      'Ransom Books' – part of Scholastic Books.</p>	<p><b>All year groups</b> based on baseline assessment of reading skills and phonic knowledge to date. Assessment shown through: PM Benchmarking, EYFS baseline, Salford's Reading Tests and Phonic screening check past papers.</p>	<p>£350</p>	<p>Children have re-engaged with their love for reading. Phonic knowledge is improving, and children's reading ability is increasing.</p> <p>All children have made progress in reading since the second school lockdown at the beginning of spring and this is evidenced through the PM benchmarking assessment, school's own assessment processes and for Year 1 pupils, phonic check past papers</p>
<p>Webcams for classrooms</p>	<p>All classes for social interaction/speaking and listening opportunities/whole school communications/Collective Worship.</p>	<p>£195 (exc VAT)v</p>	<p>Whole school engagement. Children able to speak to each other in other year groups.</p> <p>Engagement with prospective parents.</p> <p>Year 2 pupils have contacted their partner school in Washington DC, USA. This has then linked to in-school writing and engagement activities.</p>

	Prospective parent Q & A sessions		Whole school Collective Worships and celebrations of achievement through 'Great Learning Assemblies', acknowledging the successes of the children.
<b>Transition support</b> Children who are joining school from different settings or who are beginning their schooling with St Peter's School will have the opportunity to become familiar and confident with the setting before they arrive.	Additional time is made to cover a teacher so that they can have a meeting with the new starter if appropriate.	£TBC	
<b>TARGETED ACADEMIC SUPPORT</b>			
Extra teaching capacity for 1:1 and small groups. Additional TA/CT hours through the academic year.	Pupils identified as in need of extra support including pupils who:  Didn't appear to engage fully with remote learning due to family circumstances.  Pupils who have SEND/Disadvantaged and require the additional support to fill gaps in learning.  <b>Year 2 children.</b>	£4434 v	1:1 /small group work shows this is having a direct impact on pupils' progress in closing the gap and the children have a better awareness of phonics, for example, which is then being applied in reading and writing areas.  100% of Year 2 pupil premium children passed the Phonic Check at the end of the autumn term 2020.  Identified pupils have made progress in subjects such as maths and writing, having had dedicated support. Reading progress is clear. Connections can be seen with reading, writing, and spelling development. Closure of gaps in

			knowledge against other pupils/lockdown is apparent.
<p>Spelling programme for children who have missed the fundamental principles of spellings.</p> <p><b>'Spelling Shed'</b></p>	<p><b>Identified pupils within all year groups.</b> Assessment based on classwork, written evidence, spelling tests to measure knowledge of CEW's etc.</p>	<p>Initially free subscription.</p> <p>Annual subscription TBC</p>	<p>This was ordered during the first lock down and was used successfully by children through their remote learning offer.</p> <p>This is accessed in school and supports individual pupils with spelling acquisition when working 1:1 or in small group supported work.</p>
<p>Jolly Phonics flashcards – set of 4 sets of flashcards in a box.</p>	<p>Development of phonic awareness for pupils with a phonics gap due to Covid lockdown. Specifically, year 2 pupils who were not in school.</p>	<p>£36.45 (exc VAT) v</p>	<p>Increased phonological awareness.</p> <p>93% of Year 2 pupils (26/28) passed the Phonic Check at the end of the autumn term 2020.</p> <p>Year 1 phonic knowledge is increasing with 75% reaching the current pass rate.</p>
<p>Dyslexia screening</p>	<p>Year 2 children who would have been diagnosed before entry to year 2. Closing the gap for disadvantaged children who did not receive additional support during the first 'lockdown' period.</p>	<p>£40 v</p>	<p>Understanding of levels of support required for children to have a clear strategy/intervention plan moving forward.</p>

<p>Oxford Owl Project X - CODE</p>	<p>Pupils who have SEND/Disadvantaged and require the additional support to fill gaps in learning.</p> <p>Reading intervention programme that embeds systematic synthetic phonics within a highly motivational 3D adventure series.</p>	<p>£250 v</p>	<p>All pupils have accessed this during the lockdown since Christmas 2020. Pupils are engaged. KS1 children are able to complete reading comprehension tasks effectively.</p>
<p><b>WIDER STRATEGIES</b></p>			
<p>Outdoor learning – learning @earlyimpact.co.uk</p>	<p>All year groups: strategies for staff to encourage more active participation in the outdoors, by creating bespoke high quality learning environments to support positive well-being and mental health.</p>	<p>£297v</p>	<p>To be fully implemented from autumn 2021.</p>

Total committed spend: £5602.05

Balance: £717.95