

# Catch-Up Premium Strategy 2020 – 2021



## Funding Allocation

In June, a £1 billion fund for education was announced by the government. Further guidance has now been released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) showing that the money is split between a catch-up premium and a national tutoring scheme.

The catch-up premium is funded on a per pupil basis at £80 per pupil. Springfield Junior School will be receiving £27,840. The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.

## Priorities for raising attainment

	<u>Priorities</u>
Teaching	The implementation of new assessment systems and analysis tools will pinpoint pupils needing additional support and gaps in learning. Quality first teaching – differentiated to meet all needs and account for learning gaps. Using the best curriculum resources and materials that support 'catch up' Reasserting a love of reading and an emphasis on reading through all curriculum areas Flexibility to teach additional PSHE lessons as required in response to the needs of each class.
Targeted academic support	Pupil Progress Meetings are held termly with the class teacher, SENCO and Headteacher - In-class focus groups and targeted interventions will be planned and recorded for those that need it. After school/Before school booster sessions led by a Year group TA. Children will be invited to attend these sessions depending on the focus and the teacher's assessment. National Tutor sessions identified for some pupils – small groups (1:3) and individual (1:1) National Mentor employed to support (via Teach First) Remote Learning Support Assistant employed (funded separately by the Ipswich Opportunity Area) Remote support from outside agencies as required
Wider strategies	Additional support for families with the use of Google Classroom (Remote Learning Support Assistant) FSW to explore financial support and additional resources for families that require it. All staff to be trained on recognising and supporting mental health of pupils Pupils displaying anxiety are supported through the use of 'talking and drawing' intervention

## **Planned Expenditure**

<b><u>Action</u></b>	<b><u>Desired Outcome</u></b>	<b><u>What is the evidence for this choice?</u></b>	<b><u>Implementation Process</u></b>	<b><u>Cost</u></b>	<b><u>Review/Evaluation</u></b>
To use Learning by Questions as a teaching tool for whole class teaching and small group catch-up activities	Gaps in learning in English and Maths are closely rapidly across intervention groups using the resources	Learning by Questions directly addresses each of the 4 recommendations from the EEF guidance 'Using Digital Technology to improve learning'.	Training for staff Setup on Ipads and Laptops Pupils identified Pre and post intervention review Review staff meetings to discuss and develop use.	£3,504 (3 year licence)	
To implement FFT Aspire as a tool for accurately reporting attainment and progress	Teachers can accurately pinpoint gaps in learning for each pupil. Catch up activity can accurately target those that most need it.	The EEF outlines the benefits of a successful assessment system... 'will enable the teacher to understand thoroughly what is expected to be mastered by pupils at any given stage of education, and assess their progress towards doing so in a meaningful and fair way.'	Training for staff Subject Leader release time to build their part of the system. Allocated time to upload assessment information	£878.48	
To employ 2 x temporary part time Teaching Assistant to support catch up in Year 6	Pupils had increased support to access learning within the classroom	Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits. (EEF)	Recruitment process for temporary posts. Use data and information from year leads to identify area of most need within the school Induction period with support from class teacher and other year group TAs Performance Management to set clear targets for the employment period. Increasing responsibility for supporting the learning of identified individuals.	£5103  £5103	
To access the National Mentor programme	Pupils are supported to catch up with the support of a mentor.	EEF states that the evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	Suitable mentor located by Teach First. Use data and information from year leads to identify area of most need within the school Induction period with support from class teacher and other year group TAs Performance Management to set clear targets for the employment period. Increasing responsibility for supporting the learning of identified individuals.	Oncosts for Mentor approx. £3,000	
To use a Remote Learning Support Assistant to support pupils that are self-isolating.	Pupils who are self isolating are better supported to access home learning.	When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include: Teaching quality is more important than how lessons are delivered	Recruitment process for temporary post Initial induction period to establish the role. Training sessions through the IOA Meetings with teachers to understand pupils needs.	£10,650 (Funded by the IOA separately)	

		<p>Ensuring access to technology is key, especially for disadvantaged pupils</p> <p>Peer interactions can provide motivation and improve learning outcomes</p> <p>Supporting pupils to work independently can improve learning outcomes</p> <p>Different approaches to remote learning suit different types of content and pupils</p>	<p>Regular reviews with SLT to further develop the role.</p> <p>Pupil/family perceptions regarding support.</p>		
To use the National Tuition programme to support pupils to move towards year group expectations.	Gaps in learning are narrowed as a result of tutoring sessions	<p>EEF states that the evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>This reduces as groups get larger and should be no more than 6 or 7 ideally.</p>	<p>Identify tutor companies and availability</p> <p>Identify pupils for tutoring sessions.</p> <p>Review by teachers at points through the programme.</p> <p>Pre and post data collected and analysed.</p>	<p>£1,200</p> <p>£750</p>	
To increase the confidence of all staff to recognise and respond to mental health issues	<p>Staff report increased confidence in responding to mental health need.</p> <p>Pupils are better supported with their mental health.</p>	<p>Trauma Informed Schools training, supported by over 1000 evidence-based research studies, is designed to empower school staff to understand the needs of children and teenagers who have suffered a trauma or have a mental health issue.</p>	<p>Training developed to whole staff</p> <p>Follow up meetings through the year to recap and discuss.</p> <p>Implementation of resources and approaches.</p> <p>Review and evaluate.</p>	£1295	
To develop the 'drawing and talking' programme to pupils with anxiety.	Pupils displaying anxieties are better able to work through their feelings.	<p>Drawing and Talking provides therapeutic training courses for people who work with and care for children and adults. The organisation has trained more than 30,000 people across 10,000 schools.</p>	<p>Training identified for two support staff – one for Yr 3 and 4 , one for Yr 5 and 6</p> <p>Pupils identified for support.</p> <p>Intervention used with post evaluation.</p> <p>Opportunities for staff to discuss and reflect.</p>	£450	
				£21,283.48	

Needs will be reassessed in January 2021 in order to best focus the spend of the outstanding funds of approx. £6,500