

Catch Up Funding Strategy

Funding allocation (Mainstream Schools)

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

Payments

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount 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 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. [See also EEF - School Planning Guide 2020-21.] 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 our 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, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding

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in line with their catch-up priorities, and ensuring appropriate transparency for parents. [DfE guidance - Coronavirus (COVID-19) catch-up premium.]

School Overview

Number of Pupils	593 (YR-6)
Catch up funding	£47,440 (number on role x £80)
Proportion of disadvantaged	15%
Date	November 2020
Review	April 2021 (Review carried out and updated)
Second Review	September 2021
Created by	Tom Bruce

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School context and background

This school has historically had a very good record of ensuring excellent progress and attainment of all pupils, including those with SEN, those receiving PPG funding and those from 'hard to reach' families. This has been particularly demonstrated in the last 3 years as the school has been awarded 'Schools for Success' by the Mayor of London, recognising our work in our *'Use of data; parental engagement; evidence-based teaching initiatives; wellbeing'*.

At the point of school closure in March 2020, we were running a number of initiatives and programmes to focus on the whole school community and especially the most vulnerable, disadvantaged or hardest to reach families and children. This included: *concerted support from the Inclusion Team with a focus on reaching out and establishing dialogue with vulnerable families; parent information evenings on curriculum development and strategies used in school to support pupil wellbeing and promote ambitious expectations; engaging homework tasks and a celebration of achievements via Facebook. whole school initiatives and staff training to focus on effective approaches with key skills; whole school approach to developing a growth mind-set and promoting academic self-esteem; before school programmes targeted for pupils making slower progress; disadvantaged children accessing breakfast club in the morning to receive help with homework and online practice of basic skills.*

With the school closed, a matter of priority was ensuring the children's education was able to continue at home. We initially used google drive to share work with parents at home, and later moved our online offer to seesaw. We combined the continuity of school work provided online with supporting parents and children by phoning a minimum of once every two weeks. We continued our communication with children and parents through a combination of seesaw updates, phone calls (where necessary) and emails. We stayed in touch with children identified as SEN and PPG through regular phone calls from the Inclusion Team, offering additional resources for home and/or places in school as appropriate. We continued to stay physically open throughout the lock down, ensuring the children of key workers and those we identified as vulnerable were able to receive in person teaching at school.

In September 2020 we fully reopened and welcomed back the vast majority of pupils immediately. This was achieved through clear messaging and communication with parents and children, via emails and video, outlining our opening plans and expectations. We worked closely with the small group of worried or reluctant families by signposting external provision such as resilience counselling via the Purple Elephant Project and through in-house ELSA support. Throughout the first term we have maintained an attendance rate above 95%. Three classes and their teacher have had to self isolate due to a positive Covid-19 test. We have increased the use of seesaw, using it as part of our homework offer as well

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as for those classes that are self isolating. As in previous years, we have used beginning, middle and end of year assessments to ensure we know the progress and attainment of each of our children. It was positive to see that the majority of children came back to school having maintained good progress throughout the school closure, but there were a significant proportion of children who were working below age related expectations or that their progress had plateaued. We also found that there was a small increase in the levels of anxiety among children which had the potential to affect their engagement and motivation with learning. It has been important to recognise that these anxieties have not always been immediately apparent and we have employed a 'watchful waiting' approach. We were unable to start a club offer in the autumn term due to the complexity of running them as well as trying to ensure the class bubbles were secure and running successfully.

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Teaching					
Outcome	Action	Targeted Chn	Success Criteria	Cost	Impact
Home learning is developed to support engagement in learning.	<p>Intent - Seesaw/Tapestry being used to provide purposeful home-learning opportunities.</p> <p>Implementation - it needs to reinforce, extend and/or preview learning.</p> <p>Continuity of education has been considered so that the provisions in place for home-learning marries up with our remote learning contingency plan.</p>	All children	<p>All children accessing homework</p> <p>Children engaging with home learning in meaningful way and being encouraged to produce work at home on equivalent to that at school</p> <p>Children are able to continue learning at home in the event of bubble or whole school closure</p>	<p>Teacher 1 day per week £260 Annual £10600</p> <p>Admin/Tech TA ½ day per week £45 Annual £2,300</p> <p>Cost of SeeSaw £1000</p>	

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	Seesaw blog used to celebrate the pupils' work and inspire others in the class				
Whole school PSHE curriculum is relaunched. This includes growth mindset and meta-cognition.	<p>Subject leads and assistant head to meet to decide on approach</p> <p>Teachers receive training on whole school approach to PSHE</p> <p>Meta-cognition lessons be developed</p>	All children	PSHE curriculum supports the children with their emotional wellbeing and academic achievement	<p>Teacher ½ day per week £130 Term £1750 Annual £5300</p>	

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Targeted Support					
Outcome	Action	Targeted Chn	Success Criteria	Cost	Impact
Children make accelerated progress where achievement level is below national expectations and/or progress is below expected since September 2019	Use baseline assessments in years 1-6 identify children's current achievement level. Y1, 2 & 6 use internally designed assessments. Y3, 4 & 5 use GL assessments.	All children	Starting point at the beginning of the year for each child is known. Attainment and progress at end of year is known.	Part of school budget	
	Targeted intervention for groups identified by baseline assessment. Focus on English and maths	Y6 9 pupils	Children on the 'cusp' make expected age related attainment	Teacher ½ day per week £130 Term £1750 Annual £5300 NB: £4.80 per pupil per hour	
		Y6 Study Squad	Low attaining and 'cusp' children make increased progress	TA x2 ½ hour per day £75 per week Annual £2935	

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		Y5 pupils	Children on the 'cusp' make expected age related attainment	Teacher ½ day per week £130 Term £1750 Annual £5300	
	Tutoring used to accelerate progress in maths and reading	Reading FFT Y1-4 40 pupils Groups of 4 30 minutes per pupil per day 10 groups per dayY	Children on the 'cusp' make expected age related attainment	£55 per pupil 40 pupils x 6 weeks = £2200 NB: £3.67 per pupil per hour	
		Maths Y5 Third Space Learning 1-1 30 pupils 1 hour per pupil per week for 15 weeks	Children on the 'cusp' make expected age related attainment	Subsidised: 15 pupils x £55 per pupil per term = £825 Non subsidised pupils: 15 pupils x £220 per pupil per term = £3300 =£4125	

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Wider support					
Outcome	Action	Targeted Chn	Success Criteria	Cost	Impact
Support for children's emotional wellbeing following lockdown/time away from school	Children who may need additional emotional support identified by class teachers in conjunction with Inclusion Manager.		Children are supported through emotional difficulties and challenges. Resilience with school work is enhanced	FTE 0.3 ELSA practitioner 8 sessions per week Annual £5300 NB: £15 per pupil per hour	
Extra curricular clubs	Reintroduce a club offer in spring term. Hold a mixture of in school clubs and at home/online clubs. Ensure spaces available for PPG/vulnerable pupils	All children	Clubs are being utilised by a wide range of year groups and families Clubs support emotional wellbeing and academic achievement of children PPG children accessing club where appropriate	Part of school budget	

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Additional in class support for disadvantaged children or those with additional needs	Purchase in class equipment to support emotional wellbeing or learning	All children can benefit but specifically for PPG and SEND	Children are supported through emotional difficulties and challenges (EYFS) Learning is enhanced and supported (Phases 1-6)	EYFS £90 Phase 1&2 £540 Phase 3&4 £400 Phase 5&6 £750	
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Current annual equivalent cost	£42,840
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