



## St Wilfrid's CE Primary

# COVID 19 Catch up Premium Strategy St Wilfrid's Tiered Approach 2020-21

Updated/reviewed March 2021

*Let all that you do, be done in love* (1 Corinthians 16-14)

### 1. Summary Information from DfE in relation to Catch-up premium

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. This funding includes:

- a one-off universal £650 million catch up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time
- a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help, which includes:
  - a schools programme for 5 to 16-year-olds – for more information, see the National Tutoring Programme FAQs
  - a 16 to 19 tuition fund
  - an oral language intervention programme for reception-aged children

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

#### **Payment schedule**

Schools will get funding in 3 tranches.

1. **Autumn 2020** – this is based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority.
2. **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.
3. **Summer 2021 term** - a further £33.33 per pupil or £100 per place.

## **2. Summary of school's allocation**

<b>Number of pupils</b>	<b>Total amount of catch-up premium per pupil</b>	<b>Total catch-up Premium Budget</b>
<b>246</b>	<b>Autumn £80</b>	<b>£19680</b>
	<b>Summer £33.33</b>	<b><u>£8199.18</u></b>
		<b>£27879.18</b>

### **3. Strategy Statement and aims**

St Wilfrid's are implementing a tiered approach based upon [EEF guidance](#): this strikes an effective balance between teaching/targeted academic support, targeted interventions and wider strategies.

#### **Aims:**

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID 19 school closures

### **4. How the grant will be spent:**

Our tiered approach will consist of a balance between:

	<b>Funding may be allocated to:</b>
<b>Tier 1 Quality first teaching</b>	<b>Additional professional development and teaching resources</b>
<b>Tier 2 Targeted support and interventions</b>	<b>Additional professional development for delivering interventions and training resources Intervention resources Additional staff costs for 1:1 or small group interventions</b>
<b>Tier 3 Wider Strategies</b>	<b>Resources to support targeted homework Resources to support recovery curriculum Resources to support parental engagement</b>

### **5. Impact of the Catch-up Premium**

The impact of the catch-up premium on the educational attainment of pupils will be assessed through:

Teacher assessment at the end of each term

Summative assessment at the end of the academic year – including teacher assessment and any statutory testing.

#### **Initial Assessment**

Baseline teacher assessment (Sept 2020) and Pupil Attitude Questionnaire (Oct 2020), told us that our main catch- up priorities\* are:

- **EYFS:** Listening and attention, moving and handling, reading, writing, the world, number, shape, space and measure and exploring and using media and materials
- **KS1 and KS2 Writing** – particularly punctuation, spelling, grammar and sentence structure
- **Reading, KS1 and lower KS2 phonics**
- **Maths** – missing concepts from summer and revision – using the bridging units on White Rose
- **Mental Health and Wellbeing** – addressing anxieties, family issues arising, creating enjoyment of learning

\*As the year goes on, we will continue to revise our priorities in response to teacher assessment, changes to the pandemic situation etc.

### Review December 2020

	<b>Actions</b> (Quality First teaching and interventions) <b>Autumn term</b>	<b>Outcomes /Evaluation</b> <b>End of autumn term</b>
EYFS  KS1 and KS2 Writing	<u>Interventions:</u> Targeted continuous provision and additional opportunities for strengthening skills  1:1 and small group tuition:  Talk Boost/ Precision teaching/ NESSY/Lexia/ handwriting  <u>Whole class quality teaching:</u> Teacher refresher training Power of Reading Talk for Writing Literacy Shed No Nonsense Spelling Whole class Guided Reading ( KS2)	EYFS: autumn term data showed significant improvement to listening and attention. Moving and handling and writing remaining high priorities for improvement.  Writing across school: at <b>77%</b> This remains a high priority for the spring /summer term
Reading, KS1 and lower KS2 phonics	<u>Interventions:</u> Teacher refresher training in implementation of 1:1 and small group tuition: bounce back phonics/fast track phonics/ targeted guided reading  <u>Wider strategies:</u> Storytime magazine subscription for targeted families	KS1 Phonics screening at the end of the autumn term showed that <b>87%</b> of children met the expected standard Internal phonics tracking showed that YR/Y1 would be priority for additional support.  Reading across school at <b>81.55%</b> . This is due to the focus made on reading across school and the impact is showing.

<p>Maths</p>	<p><b>Autumn term</b>  <u>Interventions</u>  1:1 and small group tuition:  TT Rockstars  Number Fun (Rec)</p> <p><u>Whole class quality teaching:</u>  Whole class: White Rose sequence of learning including consolidation and catch up units.</p>	<p>Maths across school at <b>81.06%</b> of children achieving the expected or above the age expectations. This is very positive, especially as this was the first term back after lockdown. The Maths data represents the commitment to new scheme of work (White Rose Maths) and systematic implementation of the interventions</p>
<p>Mental Health and Wellbeing</p>	<p>use of <i>recovery curriculum</i> strategies: Whole class/group and 1:1 PSHE, wellbeing support from pastoral team, team building activities etc.  Introduction of Wellbeing Wednesdays, Birthday Biscuits, and using our Value of the Month focussing on further developing character and resilience.</p>	<p>The children responded well to support in place and attendance was very high. Pupil behaviour was very good, reflecting the support in place to re-establish friendships etc. Due to the high priority for pastoral support, early identification for additional support was in place and external referrals made where appropriate.</p>

## Next Steps

Following lockdown 3, when the majority of children were accessing remote learning, we will continue to revise our priorities in response to teacher assessment, changes to the pandemic situation etc.