

SUMMARY OF CATCH-UP STRATEGY



CORONAVIRUS (COVID 19): CATCH UP FUNDING PLAN

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 those hardest hits. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. We will use this funding for specific activities to support our pupils to make up for lost teaching over the previous months. This plan outlines how we are going to invest our funding. It outlines our overall goals and the subsequent expected impact.

SUMMARY INFORMATION

School	Cherry Tree Primary School		Academic Year	2020-21	Number of pupils	444	% Disadvantaged Pupils	16%
Total Catch-Up Premium	£32,719	First Instalment	£8,040	Second Instalment		Third Instalment		
Contextual Information (if any)								
EAL numbers are high at Cherry Tree (51%). Many families have spoken only in their home language over the lockdown period.								

Use of Funds	EEF Recommendations
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology

➤ Summer support

Summary of Key Priorities (related to overcoming challenges for pupils catching up on lost learning)

A.	Supporting teaching and learning to ensure quality first teaching across the school
B.	To understand and support the reduction of gaps in academic learning
C.	To understand and support the reduction of the gaps in mental health, wellbeing and social learning

Summary of Expected Outcomes

A.	All teaching to be good or better with all teachers at career stage
B.	For children to make expected progress from baseline data and for some children to make more than expected progress
C.	Children will be able to build positive relationships, have stamina in their learning, and demonstrate resilience, confidence and perseverance.

STRAND 1: TEACHING AND WHOLE SCHOOL STRATEGIES

Element of Strand (eg, Supporting Great Teaching)	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
All teaching to be in line or above school expectations. Teachers to be meeting or exceeding career stage expectations.	Regular learning walks or observations with clear timescales for feedback. Feedback given within 48 hours, areas for development shared and followed up in next learning walk/observation.	Whole school	Quality of teaching to be a consistently high standard. All pupils to make expected progress from baseline data.	CT/EH	Outcome of learning walks discussed regularly amongst SLT. Learning walk information recorded on individual LW proformas.		

CPD	<p>CPD for Autumn planned with focus on Recovery Curriculum, Assessment, Pupil Wellbeing and establishing school expectations (new HT).</p> <p>Whole school CPD focusing on key areas for improvement – differentiation/guided group work, behaviour, outdoor learning and feedback</p> <p>Additional CPD, bespoke to individuals or phase as required.</p>	Whole school	<p>Staff feel confident in implementing Recovery Curriculum. Teaching being targeted to pupil need and closing the gap in each class.</p> <p>Evidence of CPD implementation in learning walk/ observations.</p>	CT/EH	<p>Monitoring focus on aspects of staff training. Book looks and work scrutiny. Class timetables show adjustments to needs of the class based on data.</p> <p>Improvement in data. Evidence of impact of high-quality teaching in LWs/observations.</p>	<p>CPD budget: SLT courses, subject specific etc.</p> <p>£16,169</p>	
Bespoke plan for in class support from SLT.	Planned package of support where needs identified from data or monitoring, e.g. book looks and learning walks.	Whole school	Teachers develop confidence and act on feedback. Teaching and pupil progress is improving.	CT/EH	Teaching profile is in line with or above school expectation; staff show improvements and improvements seen in whole class data.		
Whole school strategies	Implementing: Maths fluency Mathletics TTR Spelling	Whole school	Monitoring shows that implementation is at or above expectation	EH KW JR	Teaching profile is in line with or above school expectation. individuals show improvements in and	Subscription costs already budgeted.	
Pupil assessment and feedback	<p>Baseline assessments in all year groups to support understanding of the gaps in learning due to lockdown.</p> <p>Data analysed and shared with staff in IAMs to better target teaching and support for individuals or groups of pupils.</p>	Whole School	<p>Gaps in learning identified in each year group.</p> <p>Support put in place in the necessary areas.</p>	CT/EH	<p>Monitored through SLT meetings.</p> <p>Targeted follow up as necessary.</p>		
Cost - Sub-totals						£21,388	£0.00

Total budgeted cost for Strand 1

£21,388

STRAND 2: TARGETED SUPPORT

Element of Strand (eg, Interventions)	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Initial Attainment Meetings (IAMs)/Pupil Progress Meetings (PPM)	Held termly. Interventions chosen based on pupil data and gap analysis.	Priority 1, 2, 3 Meetings held with all class teachers.	Class teachers and SLT to have a detailed knowledge of data picture in each class and cohort, enabling them to plan adequate interventions and to	CT/EH	Data gathered in December, March and June – data to show that the gap is closing and children are making progress from the Autumn baseline.		
Use of HLTAs	Targeted support given to key children, based on data analysis and PPMs (when not covering). HLTAs are linked to a year group/bubble and known children identified in those bubbles	Priority 1, 2, 3	Afternoon interventions follow up on the work done in class that morning – dynamic approach to intervention that chooses children who still have gaps in learning from that	EH	The gap is closed based on data capture for subsequent terms. Targets in HLTA appraisals linked to closing the gap.		
English TA KS1	Employ TA to support with gaps in English e.g, Phonics Year 1 and 2 Reading Year 1 and 2	Priority 2 Children linked to gap analysis from data	Children improve on phonic knowledge. Children improve in reading (fluency and comprehension). English skills overall improve across the school	EH + SLT	Phonics Test (ongoing and summer). Ongoing tests as part of the assessment cycle (Spring and Summer)		30 hours = £10,720 (Jan start)
English TA KS2	Reading Y3-5 Spelling KS2 Writing Y5/6	Priority 2 Children linked to gap analysis from data	Children improve on spelling knowledge. Children improve in reading (fluency and comprehension). Opportunities for 1:1 conferencing with targeted individuals. English skills overall improve across the school	EH + SLT	Ongoing tests as part of the assessment cycle (Spring and Summer)		30 hours = £10,720 (Jan start)

Reading Books	Buy a book for every child in the school at Christmas time, at an appropriate age level.	Priority 2 Children linked to gap analysis from data	Promoting a love of reading. Engagement in reading. Access to reading over the holidays.	EH	Reading engagement increases. Reading ability increases.	<i>£150 donation from 'Friends)</i>	£500
Phonics interventions	Baseline data gathered for year 1 and year 2; pupils streamed across their year group. Dynamic movement between groups, based on data.	Priority 1 and 2 Pupils chosen from baseline data	Children are secure in their phonic phase and are able to move to a new group in order to further challenge them. All children who were expected to pass phonic screening test based on Autumn baseline data do so. Year 1 end of year target in line with national as a result of interventions.	EB	Phonics lessons are to be seen during LWs as well as whole class teaching. Data drops.		
Phonics Additional Support	AHT working with a group in streamed lessons for Year 1.	Priority 2 Pupils chosen from baseline data	Children are secure in their phonic phase and are able to move to a new group in order to further challenge them. All children who were expected to pass phonic screening test based on Autumn baseline data do so. Year 1 end of year target in line with national as a result of interventions.	EH	Data drops.		
Year 2 interventions	Using SATs test papers and PUMA to identify pupils who need intervention. Phonics interventions for children not on track to pass the Phonics baseline. Timetable of interventions to change with level of need.	Priority 1 and 2 Pupils identified from pupil progress meetings and from data from testing.	Data shows that pupils have made expected or more than expected progress from the Autumn baseline. They are at or close to National for 2018-19. The gap between PP and non-PP has narrowed compared with	KW	PPMs and monitoring.		

	Phonics TA leading phonics and reading interventions.		the start of the academic year.				
Year 6 interventions	Saturday school Targeted interventions in the Spring and Summer term dependent on need.	Priority 1 and 2 Pupils identified from pupil progress meetings and from data and testing. Pupils chosen based on SATs practice results and in-year data	End of year data shows that pupils have made expected or more than expected progress from the Autumn baseline. They are at or close to the National for 2018-19. Data shows that pupils have made expected+ progress from the end of KS1.	EP	PPMs and monitoring.		£160 per day per staff. 3 x staff, 1 day = £480 2 days = £960
Summer Term intervention	Intervention in Y5 focussed on preparing children for Year 6.	Priority 2 Children linked to gap analysis from data	Improved attainment at the end of Year 5 and for starting point in Year 6	CT/EP	End of year assessments and baselines 20/21.		£3,579
Tutoring from class teachers	Class teachers have signed up to tutor pupils in their class after being identified as PP and in need of additional support.	Priority 2 Children identified as PP and with significant gaps in learning.	Children will have bespoke intervention and will work in a small group or 1:1. Progress will improve to bring pupils in line, ensuring expected progress.	EH	Baseline assessment data with be used to measure impact.	£5,000	
National Tutoring Program	To be assigned to a bubble, based on actions form PPR data (Y3/4/5) - writing focus	Priority 1 and 2 Children who have made the least progress and have the most gaps to fill.	That the gap closes for these children and can be evident from PPM meetings and termly data.	EH	PPMs and monitoring.		15 sessions = £220 (ratio of 1:3) 15 sessions = £185 (ratio 1:1) 15 sessions @ 220 x 10 = £2200
Cost - Sub-totals						£5,150	£28,679
Total budgeted cost for Strand 2						£33,829	

STRAND 3: WIDER STRATEGIES

Element of Strand <i>(eg, Access to technology)</i>	Action/Strategy	Which pupils have been targeted for this strategy? Who will benefit?	Expected Impact	Staff lead	Monitoring: When and how will you evaluate impact?	Cost (School Budget)	Cost (National Funding)
Access to technology	Office to collate overview of gaps in tech. All pupils with no access planned for in event of bubble/school closure. Purchase 10 x chromebooks	Children who do not have devices or internet, should there be a bubble or whole school lockdown	No digital poverty gap as all pupils have equality of access to tech, should a bubble close, or should there be a whole school closure.	MV	Ensuring correct pupils have the devices that they need – monitoring log. All children login on to access remote lessons via Google Classrooms.		£3,000
Continuity of Education	Remote learning policy in place if bubbles or whole school were to close. Staff training to ensure that they can deliver sessions online, emulating the classroom as much as possible. Detailed half termly newsletter with links to that term's learning. Work packs given out for those self-isolating that relates to in-class work.	Pupils who are self-isolating. Pod closure. Whole school closure.	Pupils education continues if they are in school or are at home. All class teachers are familiar with the policy and are able to start teaching, in the event of closure.	SLT	Staff training about remote learning and developing staff confidence in Google Classrooms addressed in phase or staff meetings. All staff able to deliver lessons using Google Classrooms. Support staff to take part in lessons and support pupils' learning. Monitoring children's online work.		
Online training sessions for parents	Video 'how to' sessions for parents, e.g., reading, phonics etc. How to guides for parents on use of Google Classrooms.	All pupils	Help develop parent confidence in supporting their children with their learning at home and being able to access the online platforms.	BS	Parent questionnaires. Monitoring of online access in event of pod or school closure. Follow up phone calls to families not engaging.		
Wellbeing	Christmas dinner for all.	All pupils. Pupils with SEN.	Promote the wellbeing of the whole school	JR	Pastoral impact. Pupils more settled,		£1,000

	Targeted children not eligible for FSM having trouble settling (SEN children) given a lunch daily.	Targeted pupils.	community. Lack of whole school events this year so provides an opportunity for all members to be part of one event. Individual pupils given the chance to reinforce social skills at lunch time.		behaviour data decrease.		
Cost - Sub-totals						£0.00	£4,000
Total budgeted cost for Strand 3						£4,000	

Financial Summary

Cumulative Sub-total for all strands	£26,538	£32,679
Total budgeted cost for all strands	£59,217	

Additional Information (if any)