

Catch up Premium – Rattlesden C of E Primary Academy

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650million 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.

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. Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

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.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Focus of Funding

Teaching and whole-school strategies

The EEF COVID-19 SUPPORT GUIDE FOR SCHOOLS highlights key areas to focus upon when allocating the Catch- Up Premium Funding.

We believe **that** at Rattlesden, **for** our children and circumstances, the main area to focus upon and address is high quality teaching for all. As such the funding has been used in relation to two main areas identified by the EEF guidance:

1. Supporting great teaching
2. Pupil assessment and feedback

Targeted Support

Further to teaching and whole-school strategies we believe our children will benefit from focussed support. As such the funding has been used in the below areas identified by the EEF guidance:

1. The opportunity for smaller teaching groups
2. Targeted interventions and small group support

Total number of pupils: 124

Total amount of catch-up funding £9360

Planned expenditure		
Supporting great teaching		
Desired outcome	Chosen action/approach	How will you review implementation
Children rediscovering the ability to communicate with each other.	Use of cooperative learning strategies such as talk partners CPD to all staff on how to structure and implement these approaches: Philosophy KS2	Lesson observations Learning walks Observational feedback

	Use of experienced additional teacher in KS1 to enable classes to be taught in year groups rather than mixed classes for literacy and maths, including phonics.	Learning walks Book looks Lesson observations Parental feedback Data outcomes including PIRA, PUMA and GAPS
Total budgeted cost	£8,000	To cover additional teacher in KS1 EYFS
Pupil assessment and feedback		
Desired outcome	Chosen action/approach	How will you review implementation
Gaps analysis in prior learning related to NC objectives and statements	<ul style="list-style-type: none"> PIRA PUMA GAPS repeated from Spring 2020 as an ongoing formative assessment tool to support identification of gaps and next steps being planned for. Autumn 1st half Summer paper Autumn 2nd New format Autumn term paper Writing moderation. 	Termly data drops SLT review of INSIGHT Gov and MAT standards meetings
Accurate first hand information allowing for targeted planning of future teaching	<ul style="list-style-type: none"> Question level analysis from summative testing for diagnostic purposes (Time given to TA to process whole school QLA) 	Data drops SLT and subject lead meetings Gov feedback Pupil progress meetings
Total budgeted cost	£200	Additional hours claimed by TA specialising in data.
Targeted interventions		
Desired outcome	Chosen action/approach	How will you review implementation
Support for those who have been identified as falling behind the furthest to catch up with their peers.	Focused English/Maths based interventions for children in KS2 in readiness for UKS2 tests.	Before and after intervention assessment Pupil outcomes
Total budgeted cost	£1160 (amount x 1 hour afternoon intervention x 3 days)	Additional teacher hours to allow for small group and individual support.

For many children, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that a single approach will be enough. Therefore, the above will be spread across a range of different children in response to their individual specific needs. Furthermore, these approaches will be supported by the school's belief that Quality First Teaching is essential in supporting children to negate the negative impact of the school closures.