



## **Catch Up Plan and Tutoring**

### **Funding allocation:**

Mainstream Schools' allocations have been calculated on a per pupil basis, providing each school with a total of £80 for each pupil from reception through to 11.

### **Payments:**

This funding will be provided in 3 tranches. The DFE provided schools with an initial part payment in autumn 2020, based on the latest available data on pupils. They will then distribute a second grant payment in early 2021, based on updated pupil and place data 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.

### **June 2021**

The government have announced an extra £1.4 billion over the next 3 years

### **From May 2022 – School Led Tutoring**

Further funding was allocated for around 76% of pupils, in Year 1 to 11, eligible for pupil premium, per school. This is additional funding for schools to deliver tuition within 2021/22 academic year. 75% of the cost is subsidised in academic year 2021/22. Schools will need to fund the remaining 25% through other budgets, for example recovery premium or pupil premium.

The subsidy rate for 2022/23 will be 60% and for 2023/24 will be 25%. At St. Andrew's we used the school led tutoring funding to part fund one of our part-time teachers to support children in Y1 and Y4 in phonics and maths.

### **Use of funds:**

Schools can 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.

### **Accountability and monitoring:**

As with all government funding, school leaders must be able to account for how this money is being used to achieve the DFE’s 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, school governors and trustees will scrutinise the schools’ approach to catch-up from September, including their plans for and use of catch-up funding. This will 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 - updated 24/08/2020)

No of Pupils	473
Proportion of Disadvantaged	6%
Catch-Up Premium Allocated	£19,415-subsidised allocations for school led tutoring thereafter
Published Date	30 <sup>th</sup> November 2020
Review Dates	Annually each September
Statement created by	M Platt
Governor Lead	L Farrell

**Strategy and Context:**

Our proportion of disadvantaged pupils across the school is relatively low compared to both the local and national picture at 6%.

- The vast majority of children from Nursery to Year 6 engaged with the detailed online learning that the school provided on the Home Learning Hub during lockdown 1 from March – June. Again with the lockdown in January-March 21 engagement levels were very high with the new platform-Google Classroom
- In both lockdowns almost 200 pupils attended school every day. This enabled face to face teaching and those pupils that were still isolating at home carried on accessing the home learning hub.
- School was fully closed over the summer and Christmas holiday period which meant that no school based or remote learning was set. From a school management point of view this was crucial in terms of teacher workload and their mental health and emotional well-being. This allowed for teachers to come back to what will be a very stressful and tiring term in Autumn 2020 and Spring term 2021 with renewed energy and professional focus.
- Upon re-opening in September 2020 and March 8<sup>th</sup> 2021 we had an excellent response to children coming back to school. Attendance was stable across all year groups upon return at 97% in September and 99.3% in March 2021. We had low numbers of children who required some health and well-being support. Staff have been pleasantly surprised at how much our pupils retained during both lockdowns, perhaps a result of the high engagement levels with our on-line learning provision.
- As a management team we discussed the weakness of our on-line provision and decided to implement a new platform. We chose to use Google classroom because it afforded the staff some type of face to face contact on a daily basis with their pupils. Setting Google classroom up was a difficult task but this platform was ready to go by September. Google classroom really came into its own when bubbles had to be sent home in late September/early October and then again for the national lockdown in January 2021. We have developed this even further with staff who are isolating for their own family reasons are

delivering lessons to their own class from home to school with a teaching assistant supporting the children in class. A further development has enabled children who are isolating to log into the classroom lesson from home and partake in normal lessons each day. We are very pleased with the provision we have put in place.

- As a staff we agreed to settle children back for the first few days following both lockdowns. We also agreed that good quality teaching would form the main thrust of our recovery curriculum. We felt that teachers were best placed to ascertain gaps in knowledge as they went through their day to day formative assessments. Our collective strategy was to focus on addressing gaps in Reading, Writing and Mathematics initially and then the foundation subjects. At this point staff would be able to ascertain where pupils have regressed in terms of their learning and feed this back to the SMT. The SMT will then analyse and plan how best to provide support and interventions across Reading, Writing and Mathematics in order to identify children to catch up in their areas of greatest need.
- Initially it was agreed that the Catch up Premium will be targeted at year 1 to provide support and intervention. Subsequent school led tutoring funding was also allocated to support EY and Y1

<b>Barriers to Future Attainment</b>					
A	Lack of upto date assessment data. March 21 assessments will have to be used as a starting point to ascertain exactly where all children are in relation to their age related learning in Reading, Writing and Mathematics.				
B	Some pupils may have had limited access to reading materials and reading support during the spring term and therefore their reading ages, comprehension and phonetic understanding may be lower than expected at the beginning of Summer term 2021.				
C	Some pupils may struggle to settle back into school and class routines. They may have a limited concentration due to COVID 19 and a lack of structured learning experiences since school closures in January - March 2021.				
D	Home learning was quite limited (Home Learning Hub) due to the platform used and needed to be developed further from the start of this 20/21 academic year to improve the quality of access to learning at home – Google Classroom				
E	EEF: A lack of access to technology has been a barrier for some pupils, especially where there is more than one child in the household				
F	Parents working from home whilst children are trying to access remote education				
<b>Remote Education For All</b>					
Action	Desired Outcome	Evidence/Rationale	Monitoring	Staff lead	Reviews
<b>Google Classroom</b> CPD provided for staff on how to use the new online learning platform (Google Classroom).	The new platform is in place and staff, pupils and parents are able to use it effectively by beginning of Autumn term 2020	Following extensive research by the IT coordinator, Google classroom was chosen as the most effective platform for what St Andrew's required. Our previous platform did not provide enough face to face, voice over or 'chat' facilities with staff	Feedback from staff  HT to drop into class sessions when staff and children are at home	Mr Houghton (IT Coordinator)  SLT	Monthly reviews
<b>Google Classroom</b> Children are trained in its use after this initial staff training	Children are able to access Remote Learning effectively	EEF: It is important that support and training is provided to ensure that pupils can access the technology independently when isolating.	SLT feedback from staff who are delivering lessons through the GC platform	Mr Houghton (IT Coordinator)  SLT	Monthly

	All of the class access remote lessons				
<b>Google Classroom</b> To deliver live lessons effectively and safely to the whole class	Contact with their peers and teachers is more effective through live lessons.  Live lessons enable teachers to more effectively monitor and assess progress in a safe learning environment	<b>EEF:</b> Ensuring the elements of effective teaching are present in live lessons – eg clear explanations, scaffolding and feedback – is more important than how or when they are provided. There was no clear difference between teaching in real time (“synchronous teaching”) and alternatives (“asynchronous teaching”).	Staff feedback ‘lessons learned’ and ‘tips’ into a teacher ‘whatsapp’ staff group  Staff meetings and staff briefings provide a forum for feedback	Teachers  HT and SLT to monitor for safeguarding reasons	Monthly
<b>Google Classroom</b> To enable pupils who are isolating (not the bubble) to access classroom lessons by logging in from home	Pupils who are isolating whilst waiting for a test result or because of other family members testing positive are able to log into GC and access lessons that are taking place in the classroom with the rest of the class	<b>EEF:</b> Ensuring access to technology is key, particularly for disadvantaged pupils. Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology and overcome these barriers.	Staff meetings and staff briefings provide a forum for feedback	All teachers  Mr Houghton (IT Coordinator)  SLT	Monthly
<b>Google Classroom</b> Parents/carers are made aware of the platform and how it can support and develop and extend home learning.	Parents are clear about their responsibilities and what school will provide	<b>EEF:</b> Ensuring teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.	Staff meetings and staff briefings provide a forum for feedback Parents’ feedback to school through staff and HT informal discussions	HT and office team	Monthly
Ensuring all pupils have access to Technology. Apply for Chromebooks to lend out if required	All pupils have access	<b>EEF:</b> Pupils’ access to technology has been an important factor affecting the extent to which they can learn effectively at home.	HT and office staff to monitor accessibility for needy families	HT DH	Weekly checks with office staff
Ensure appropriate support documentation is available for parents	Parents are able to log on to GC easily and parents are aware of the school’s expectations	<b>EEF:</b> Ensuring teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.	Gauged by responses from parents and how effective the provision and logging on is embedded	Mr Houghton (IT Coordinator)  HT	½ termly
<b>Academic Support</b>					

Action	Desired Outcome	Evidence/Rationale	Monitoring	Staff lead	Reviews
Use Reading, Writing and Maths assessments from Dec and March 2021 to identify children in need of further targeted support.	Pupils are identified for support	Initial September baseline assessments have identified areas and groups that require extra intervention. This is a starting point for us to measure the impact of such programmes	½ termly trackers submitted to the HT  Informal weekly feedback from the class teachers	Year 1 staff	½ termly and weekly
Cover Teacher employed in KS1 (mainly Y1) to deliver targeted support to identified pupils	Progress is accelerated term by term to ensure pupils catch up.  Children to be at, or above age related expectations by end of Summer term 2021.	<b>EEF:</b> Great teaching is the most important lever schools have to improve outcomes for their pupils.	½ termly trackers submitted to the HT  Informal weekly feedback from the cover teacher	HT  KS1 Phase leader	½ termly and weekly
Cover Teacher employed in KS1 (mainly Y1) to deliver 1-1 targeted support	Targeted pupils to be at, or above age related expectations by end of Summer term 2021.	<b>EEF:</b> Extensive evidence supports the impact of high quality 1-1 and small group tuition as a catch-up strategy.	½ termly trackers submitted to the HT Informal weekly feedback from the cover teacher	KS1 Phase leader and year 1 teachers	½ termly and weekly
Cover Teacher employed in KS2 (mainly Y3 and 4) to deliver targeted support to identified pupils	Progress is accelerated term by term to ensure pupils catch up.  Children to be at, or above age related expectations by end of Summer term 2021.	<b>EEF:</b> Great teaching is the most important lever schools have to improve outcomes for their pupils.	½ termly trackers submitted to the HT  Informal weekly feedback from the cover teacher	HT  LKS2 Phase leader	½ termly and weekly
Extra TA support in Y1 and Y2	Improved support and staffing levels will improve outcomes and close any gaps in children's learning	<b>EEF:</b> 'Effective use of Teaching Assistants' report made several recommendations that we will be implementing in order to improve effectiveness	½ termly feedback from teachers	HT KS1 phase leader and KS1 staff	½ termly
Develop robust tracking procedures so that progress can be measured from starting points to end points	CT's and HT to be able to demonstrate the positive impact of the targeted support	<b>EEF:</b> Subject-specific assessments should be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material builds on previous foundations.  <b>EEF:</b> Assessments in literacy and numeracy should be used to identify pupils who would benefit from additional catch-up support.	½ termly trackers submitted to the HT	HT  Year 1 teachers	½ termly

Implement bespoke <b>school led tutoring</b> interventions focussed on the core subjects that are delivered consistently		<b>EEF:</b> A particular focus for interventions is likely to be on literacy and numeracy Programmes are likely to have the greatest impact where they meet a specific need or aspect of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.	½ termly trackers submitted to the HT  Informal weekly feedback from the cover teacher	Year 1 teachers  KS1 phase leader	½ termly
<b>Wider Strategies</b>					
Action	Desired Outcome	Evidence/Rationale	Monitoring	Staff lead	Reviews
S&L-Enhanced Provision in Reception	Speech and Language difficulties are identified and strategies put in place to improve communication skills	<b>EEF:</b> Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.	Feedback from teachers and intervention outcomes from S&L therapist	HT  Early Years Phase Leader  SENCO	½ termly
Implement NELI (Nuffield Early Language Intervention) in Reception and create an extra TA3 position in EY	Improved speech and language abilities which will ultimately improve literacy outcomes	Salford Speech and Language website refers to research on the benefits of S&L interventions on literacy outcomes	Regular monitoring by the HT and EY lead and SENCO around the impact of this financial investment and time investment	HT  Early Years Phase Leader  SENCO	½ termly
Pupil Mental Health and Well Being  - Well-Being Warriors and	Pupils who are identified as displaying symptoms of mental health problems are identified for support and therapies are delivered through 'Well Being Warriors' and Ed Start's Well being through sport programme.	To teach pupils to develop an understanding of Core Life Skills and learning how to apply these in a range of sporting and social contexts will enable children to engage and communicate in a variety of situations.	Verbal feedback from DH and therapists and an end of programme report from therapists and Ed start coaches	DH	Weekly and end of programme report

Professional knowledge with robust evidence about approaches that are known to be effective. Refer to:

- [DfE's catch-up premium guidance](#)
- [EEF's COVID-19 support guide for schools](#)
- [Remote Learning: Rapid Evidence Assessment April 2020](#)