

Catch up Premium

Guidance on the use of funds

Schools should use catch up funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with this guidance from the DfE:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#catch-up-support>

We have the flexibility to spend the funding in the best way for our children and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all pupils:

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

Allocation

Allocations have been calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil.

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|---|---------|
| Number of pupils eligible for the Catch Up grant | |
| Number of pupils on roll | 367 |
| Amount of catch up received per pupil | £80 |
| Total amount (This is provided to the school in three waves) | £29,360 |

Provision

We have chosen to use the catch up premium to ensure both high quality CPD for staff, and additional teaching capacity so that we can:

- *Ensure teachers are well-trained in the most effective strategies for enabling pupils to make good progress;*
- *Provide targeted interventions for pupils with gaps caused by the disruption caused to schooling;*
- *Provide specific Sounds-Write training for literacy interventions in all phases of the school.*

These strategies are in line with the EEF guidance linked above.

How will we know if the catch up premium had made a difference?

- Teachers check regularly that children know more, remember more, understand more and can do more. They also monitor children's confidence and enjoyment because these are precursors to improved academic attainment. This happens on a daily basis and is monitored formally in termly pupil progress meetings.
- Test scores in reading and maths are collected termly and analysed.
- Bespoke testing for children's reading speed, multi-dimensional fluency and phonics knowledge are tested regularly.
- Comparative judgement of writing is carried out twice a year with both national and internal moderation.

- Targeted children are taught in small groups or 1-1 to catch up with peers and their progress is discussed in termly pupil progress meetings along with all children.