

Catch-up funding action plan

Contextual information			
School name	Hartford Primary	Headteacher	M Fairweather
Number of pupils	392	Funding allocation	£30,800
		% PPG pupils	6
		Academic year	2020 to 2021

Background

The government announced £1 billion of **funding** to support children and young people to catch up lost time after school closure due to the pandemic. This is especially important for the most vulnerable and disadvantaged backgrounds. For primary schools 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; and
- 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 school's programme for 5 to 16-year-olds – for more information, see the National Tutoring Programme FAQs, and an oral language intervention programme for reception-aged children.



The school's **funding allocation** will be calculated on a per pupil basis. A mainstream primary school will get £80 for each pupil in from reception to year 6 inclusive. The school will receive funding in 3 tranches – 1. autumn 2020 – this is based on the latest available pupil data in the October census; 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 the school will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds; and 3. summer 2021 term - a further £33.33 per pupil or £100 per place.

The DfE guidance states '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 curriculum expectations for the next academic year in actions for schools during the coronavirus outbreak. While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.'

Ref: Catch up premium, published 19 November 2020

Purpose of the action plan

1. To evidence how the school is using the COVID-19 funding to resume teaching the full curriculum following partial closure in the summer term 2020
2. To evidence how the school is using the funding for specific activities to support pupils to catch up as a result of lost teaching in the summer term 2020
3. To enable governors and trustees to scrutinise the school's plan for and use of catch-up funding. This includes consideration of whether the school is spending the funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

Accountability			
Written by	Lindsay Cade	Approved by governors	
Updated	April 2021	Reviewed by governors	

Rationale for use of funding

Our spending has been allocated based upon the Education Endowment Foundation (EEF) evidence-based approaches for catch-up in the document coronavirus (COVID-19) support guide for schools and using the recommended implementation strategies in the EEF document school planning guide: 2020 to 2021.

Our strategic approach to the use of funding

We have adopted the 3-tier approach recommend by the EEF

Tier 1 Teaching and whole school strategies

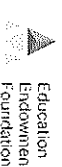
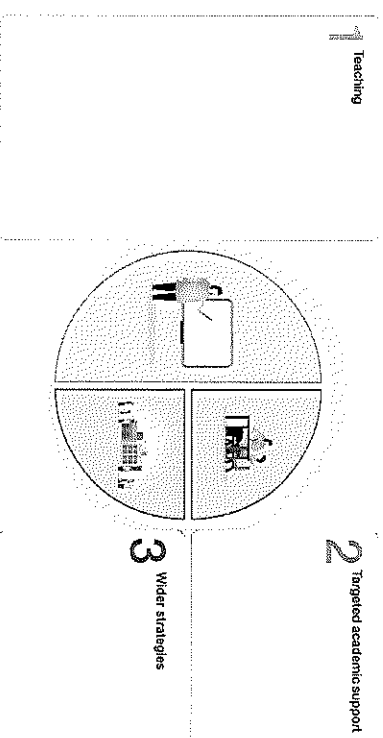
- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Tier 2 Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Tier 3 Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support



Our catch up priorities

English – writing

Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPS specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.

English – reading

Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately

Mathematics

Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.

Evidence base

TA

Moderation 18/11/20

NTS and standardised scores.

TA

NTS and standardised scores.

TA

	Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.	Transition and coverage subject overview. Completed July 2020 and again Nov 2020. Maths Moderation 2/12/20	
Science	There are now significant gaps in knowledge – whole units of work have not been taught. Issue is with Year 5 and Year 6 where complete units will have been missed in Year 4 and Year 5 that are not revisited. All other changes involve people just changing the starting point for a unit to recap.	Science coordinator completed coverage overview.	
Wider curriculum	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and residential.		
Behaviour	<ul style="list-style-type: none"> 		
Attendance	<ul style="list-style-type: none"> 		
Tier 1 Teaching and whole school strategies			
Intent	Implementation of strategy	Monitoring	Impact (once reviewed)
Quality first teaching	Pathways to Read- purchase of additional books groups and class sets. Inspire curriculum: The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	£1000 £1350 (not costed from catch up) Literacy Team Ongoing: final July 21 Curriculum Team Ongoing: final July 21	
Pupil assessment and feedback	Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments. Transition and coverage overview completed in maths by all teachers. Purchase and implement the Rising Stars National Teststyle Standardised Assessments suite. Complete termly tests and record assessments on MARK to identify gaps and on Insight to track performance.	(Not costed from catch up) LC and Class Teachers Sept, March, June	
Transition support	EY staff move up to Year 1 Sept 2020	N/A	

	School video created for new EY starters and New to school	£800 (Not from Catch up Budget)		
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Tier 2 Targeted approaches

Intent	Implementation of strategy	Cost	Monitoring	Impact
One to one and small group tuition (Year Groups /pupils/ Intervention spate Plan.)	<ul style="list-style-type: none"> • Additional support plan. (Working Doc) • Small group Catch up: 9 hours a week (initially 19 weeks) • Greater Depth Catch up: 3 hours a week (initially 19 weeks) • Step up to Year 6 Maths: 6 hours a week (initially 19 weeks) • 1:1 Reading support: 5 hours a week (initially 19 weeks) • 5 hours a week (initially 19 weeks) • 4 Weeks Full time Teacher week out of class 	<p>£6708</p> <p>£2236</p> <p>£1450</p> <p>£1334</p> <p>£1340</p> <p>£4381</p>	Monitoring each after 6 weeks.	
X Autumn 2 Spring and Summer Terms				
Intervention programmes	<p>Pathways to Progress Resources Y1 - 6</p> <p>Step up to year 6 Maths. Resources Year 6 and Year 5</p> <p>Nuffield Early Literacy Intervention: Cost for administering and training:</p> <p>Successful application for funding by DFE</p>	<p>£1200</p> <p>£450</p> <p>£2036</p>		
Extended school time				

Tier 3 Wider strategies

Intent	Implementation of strategy	Cost	Monitoring	Impact
Supporting parent and carers	<ul style="list-style-type: none"> Calculation policy and help sheets. Fluency Grids. Ready to Progress Document sent to parents. TT Rockstars and Numbots rolled out throughout school. Pathways to Home Learning. 	£50 £150		
Access to technology	<ul style="list-style-type: none"> Gov grant of G Suite applied for. Staff training using google meet and google classrooms. Domain name purchased. Each child access to G Suite. Training for KS2 pupils in logging on. 	£1500 Refunded by Gov Grant		
Summer support				

Summary		Cost	Impact summary statements
Tier 1 Teaching and whole school strategies		£1750	
Tier 2 Targeted approaches		£27738	
Tier 3 Wider strategies		£600	
Total expenditure: £30088			