



Catch Up Premium Plan 2020/21

Summary information

Academic Year	2020-21	Total Catch-Up Premium	£11,280	Number of pupils (October 2019 census figures)	141
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Guidance

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

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil.

The catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19).

Use of Funds

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.

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.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

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

Targeted approaches

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

Wider strategies

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

Identified impact of lockdown at Aldermaston CE Primary School

NB Updated to include observations of children returning in March 2021 after the third national lockdown as well as those from September 2020.

Wellbeing	Some pupils are exhibiting increased levels of anxiety and unhappiness. Some pupils have experienced bereavement and serious illness within close family and friends.
Learning behaviours	Many children have needed support to re-establish good learning behaviours which support learning in the classroom. Monitoring shows that the following areas particularly demonstrated the impact of lockdown: ability to sit still and focus for periods of time, calling out and taking turns/working with other children.
Oracy	Children experiencing limited opportunities to talk in front of larger audiences. Support required in cognitive (e.g. structuring arguments) and physical aspects (e.g. volume and pace) of oracy.
Phonics	Early reading is the foundation for learning. Good progress results from frequent structured phonics sessions. This is an area which some families have found challenging to support at home.
Reading	On the whole, our children have continued reading during periods at home. Some children may not have had access to as wide a range of texts as they would usually have in school. Additional work required on comprehension skills and answering comprehension questions. Identified groups who have not maintained their level of reading will require targeted support.
Maths	Impact of disruption to schooling has been particularly evident in number fluency and knowledge and use of key mathematical facts (e.g. times tables). High levels of engagement in White Rose work set during January and February has allowed class teachers to identify specific topics to revisit for classes, groups and individuals.
Writing	Stamina has dropped due to fewer opportunities for extended writing. Some children require specific support in spelling, grammar and punctuation.
Non-core subjects	We maintained our curriculum provision in non core subjects. Engagement levels in remote learning were a little lower in these subjects than they were in English and mathematics. Practical elements of some subjects were difficult for families to recreate at home without specific resources available in school.

Planned expenditure

The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff	Costs
For children to settle back into school and develop increased stamina, concentration and resilience	Introduce recovery curriculum from September 2020 with regular movement breaks and a focus on wellbeing and key skills.		All	N/A
To ensure remote learning opportunities are in place for all children in the event of self-isolation	Remote learning plan to be implemented and all children to be set up to use Google Classroom. [Costs relate to additional equipment required – e.g headphones.]		MH	£150
Programmes and resources to support mathematical fluency.	Times table rockstars – accessible at home and at school, target tables can be set for individuals and groups, assessment tools track progress. Number sense maths programme – daily fluency work for Wrens and Robins and suitable for intervention in older classes. Additional Numicon resources to support CPA approach in school.		IG	£500
To ensure high attendance from all children, with a particular focus on children with previously low attendance			SLT	N/A

Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff	Costs
1-to-1 and small group tuition Identified children to show progress over a half term period following weekly 1-1 or small group tuition sessions.	Diagnostic assessment and use of remote learning engagement data to select children for appropriate interventions. Focus:- <ul style="list-style-type: none"> • Phonics • Mathematics 		KMc & KJ	£7,000

	Interventions run by teachers in 1-1 and small group sessions. Third space mathematics tuition through the national tutoring programme for identified individuals.			[Some costs met by funding outside of catch up premium.]
Individual class and year group interventions	All class bubbles have support staff available to provide specific interventions to individuals and groups of children. This includes reading, writing and maths interventions as well as some larger group teaching for support and challenge.		Year group staff	
Additional resources provided to those children who need support to address gaps in phonics learning.	Subscription to PhonicsPlay website for use by identified children.		KMc	£60
All children able to access educational resources either during periods of remote learning or as part of catch up provision.	Printed materials provided to support learning for individual children to supplement or replace remote provision (e.g. CGP books, reading books, etc)		Teaching staff	£300
Wellbeing – individuals. Support for children suffering anxiety or other difficulties affecting their wellbeing.	Additional hours of ELSA led interventions. Access to external counselling/coaching services.		PW	£1500
Speech and language therapy	Short term interventions for specific children to support oracy and engagement in learning.		CG	£900

Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff	Costs
Supporting parents and carers with learning at home.	Weekly learning sheets posted on class pages to be available to children when they are self-isolating. In the event of another national lockdown or whole bubbles isolating, work will be provided through Google Classroom. Extend and enrich page on our website to provide additional opportunities and challenge.		Teaching staff	Some photocopying/stationary costs may be required.
Supporting parents and carers with wellbeing.	Website and newsletters used to provide information and links to support services.		MH	
Supporting parents of children with additional needs.	SENCo able to provide personalised support for families where needed including referrals to outside agencies.		MH/CG	N/A

	Additional information and links for parents of children with additional needs provided through website.			
All children will have access to technology when working from home and will be able to access remote learning through Google Classroom. This will enable all children to continue making progress in learning, even when out of school.	The school will provide school laptops where needed when children need to work from home. CPD will be given to staff. Pupils will be given the opportunity to use the platform within school. Support provided to parents and carers including 'how to' document published on website.		AF Teaching staff	Additional laptops provided through DfE scheme.

Total budgeted cost				£10,410
Flexible budget remaining To be used in relation to new needs arising or new opportunities available to meet aims of this plan.				£870

NB Many anticipated costs approximated for planning purposes. These will be monitored throughout the year with adjustments made as necessary. Spend will be reviewed at the end of 2020/21. Any funds remaining can be carried forward to continue meeting the aims of this plan in the next academic year.