

**UNITED SCHOOLS TRUST**  
**Kingsteignton School**



Catch-up Premium funding plan strategy 2020-2021

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.

Who is entitled to Pupil Premium Funding?

The government has announced £1 billion of funding to support children and young people to catch up. This 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. The school continues to regularly review pupils needs and any allocation of additional funding that comes in under the Catch-up agenda.

Statement of intent

We believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from both disadvantaged and none disadvantaged backgrounds, now or continue to require additional support in order to ensure they get the best possible outcomes. Therefore, we will use all the resources available to us to help children reach their full potential, including the use of additional catch up funding and continued use of pupil premium grant (PPG).

How is the funding used?

Guidance states (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) 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 [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. This could include, for example:

- small group or one-to-one tuition (particularly through the National Tutoring Programme)

Guidance to support the use of tuition will be published as part of wider National Tutoring Programme communications later in the summer.

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

### **Kingsteignton School Catch-up Premium Grant 2020-2021**

<b>Funding information</b>	
<b>Academic year</b>	2020-2021
<b>Total number of pupils on roll</b>	144
<b>Amount received per pupil</b>	£80
<b>Totareceived</b>	£11,520
<b>Chair of Trustees</b>	Julie Stuchbery Ullah
<b>Statement authorized by</b>	Dr Penny Fitch (Principal)

How we make decisions at Blackheath Primary regarding the use of the pupil premium?

#### **In making decisions on the use of the Catch up premium, we will focus on approaches that:**

- Use evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils such as those suggested by the EEF
- Ensure there is robust monitoring and evaluation in place to account for the use and impact of the Premium, by the school and governing body.
- Are focused on clear short-term goals providing opportunities for pupils to experience success.

- Recognise the fact that pupils who have fallen behind are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance.
- Raise aspirations through access to high-quality educational experiences
- Promote pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.
- Ensure children emotional health and well being are supported to the highest levels, enabling them to best access academic learning
- Are for all year groups not just those in key end points
- Are also for the more able, not just those falling behind their peers.

#### A tiered approach to Catch up funding spending

We operate a tiered approach to Catch up funding spending to ensure spending is both balanced and focussed, short, medium and long term. Spending priorities are as follows:

- 1: Teaching
- 2: Targeted academic support
- 3: Wider strategies

#### 1. Ensuring effective teaching in every classroom is the priority for spending. To achieve this, we spend the Catch up funding in the following ways:

- Professional development, impacting on Wave 1 practice
- CPD to maximise curriculum strategy, depth and delivery (if and where appropriate following developing assessment throughout the year)
- Professional Development Opportunities and resourcing to support the implementation of recovery curriculum

2.Evidence shows that targeted support both small group and one to one (EEF) has a positive impact and is a key component of effective Catch-up. We spend the Premium on targeted support in the following ways:

- Structured interventions (In and out of the class, but planned for minimising lost curriculum time)
- Small group tuition from the Catch up teacher employed to run catch up interventions in each class
- One-to-one support

3.Wider strategies are used to overcome non-academic barriers to success.

- Behaviour support initiatives eg counselling to enable children to be as emotionally able to learn as possible
- Whole school mental health strategies to support wellbeing for all children
- Accessing technology and resources at home during prolonged isolation

What are the barriers to our children around their need for catch-up?

The main barriers our children face are around:

- Well-being/Mental health (Impacting on behaviour, learning and socialising)
- Attitude and engagement in reading & phonics (Home and school) which in turn impacts on writing
- Speech and language
- Attendance - particularly persistent absence
- Low aspiration/Learning attitudes & behaviours which can reduce potential attainment across all curricular areas
- Low levels of parental engagement, domestic related issues, social and emotional needs

	Identified pupil group	Pupil needs	How were needs identified	Action	Evidence and rationale for action	Expenditure	Outcome and impact of intervention	Staff lead
<b>A</b>	Year 2 not on track to pass phonics screening in Year 1	Additional phonics teaching and small group catch up	Baseline assessments	Precision phonics for targeted individuals Additional small group intervention	Gaps in learning and lack of practice at home leads to pupils regressing in phonics knowledge  Pupils not retained prior phonics knowledge  Phonics screening test not completed		Year 2 pupils make accelerated progress to develop phonic knowledge and embed early reading skills  Pupils pass phonics screening test	RS
<b>B</b>	All pupils	Quality first teaching	Baseline assessments		Normal learning disrupted over prolonged period  Pupils may not be year group ready and will require a flexible approach to meet the needs of all pupils	Catch up teacher to provide additional focused support 5 x mornings  £11,000	Quality first teaching ensures that pupils make accelerated progress towards ARE and GD	ALL
<b>C</b>	Children moving from Year R to Year 1	Year 1 and EYFS practitioners liaise to ensure that Year 1 children follow a curriculum based on EYFS ethos for first half term	Baseline assessment End of year assessment  Transition needs identified			Play based learning resources		KP & CB

<b>D</b>	Year 1 - 5	Curriculum gaps from previous year's lost learning identified and taught in current year	Analysis of curriculum gaps	In class (QFT) and out of class (with catch up teacher) interventions to focus on foundational skills missed to support development of future skills	Skills progression from previous years identify gaps in learning		Teachers have a clear understanding of the curriculum gaps which need to be covered and are able to prioritise the essential foundational skills that need to be taught in order for pupils to progress further.	ALL
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### **Targeted support**

Small group and additional intervention

One to one and small group tuition

	<b>Identified pupil group</b>	<b>Pupil needs</b>	<b>How were needs identified</b>	<b>Action</b>	<b>Evidence and rationale for action</b>	<b>Expenditure</b>	<b>Outcome and impact of intervention</b>	<b>Staff lead</b>
<b>A</b>	Year 2 not on track to pass phonics screening in Year 1	Precision phonics 1:1 Additional phonics intervention required	Baseline assessments	Precision phonics for targeted individuals Additional small group intervention	Gaps in learning and lack of practice at home leads to pupils regressing in phonics knowledge  Pupils not retained prior phonics knowledge  Phonics screening test not completed		Year 2 pupils make accelerated progress to develop phonic knowledge and embed early reading skills  Pupils pass phonics screening test	RS
<b>B</b>	Children in all year groups behind Age related expectations or not on target to make at least expected progress	Catch up interventions out of class  Individual and small group interventions within class	Baseline assessments; prior attainment data	Targeted interventions for individuals and small groups	Normal learning disrupted over prolonged period  Pupils may not be year group ready and will require a flexible approach to meet the needs of all pupils	Catch up teacher to provide additional focused support 5 x mornings  £11,000	All pupils making at least expected or accelerated progress to achieve age related expectations  Attainment gaps close	All TSu
<b>C</b>	Disadvantaged children in all year groups behind Age	Catch up interventions out of class	Baseline assessments; prior attainment data	National Tutoring Programme		National Tutoring Programme £670.00	All pupils making at least expected or accelerated progress	All TSu

	related expectations or not on target to make at least expected progress	Individual and small group interventions within class		Additional catch up intervention to close attainment gap and accelerate progress			to achieve age related expectations  Attainment gaps close	
<b>D</b>	Pupils in all year groups with social and emotional needs	Small group support and 1:1 counselling where required	Identified by CT's and SENDCo	To build resilience and independence lost during lockdown and to ensure all children are ready to learn To develop strategies to	Skills progression from previous years identify gaps in learning  Mind Apples resources		Children are able to work independently when required to do so. Pupils feel confident to tackle challenges and recognize it is OK to struggle with something new or difficult	All EF JS
<b>E</b>	Pupils in all year groups	Improve physical as well as mental wellbeing.		Additional short active breaks including brain breaks throughout the day. Weekly/daily mile Additional physical activities factored in at lunchtimes and breaktimes			Pupils are ready to learn and know how to refocus their brains using brain gym/physical activity.	All T Sa SL

### Wider Strategies

Behaviour support eg counselling

Wole school mental health strategies to support wellbeing for all children

Accessing technology and resources at home during prolonged isolation

	Identified pupil group	Pupil needs	How were needs identified	Action	Evidence and rationale for action	Expenditure	Outcome and impact of intervention	Staff Lead
<b>A</b>	Return to school anxiety from both pupils and parents	Mental health and anxiety support for pupils and parents	Baseline assessments	Support for pupils and parents eg 'Young minds Parent's survival guide'	Significant proportion of pupils and parents reporting symptoms of anxiety		Support to aid in alleviation of anxiety and possible impact on attendance	PF T Su

				Young Devon Wellbeing Toolkit School counsellor Referral to Early Help where required. Mind Apples resources in class				
<b>B</b>	All pupils	To raise awareness of the importance of daily school attendance	Weekly tracking of attendance	CT discussions/absence letters where attendance is below 95% EWO support and advice where required	Improved attainment and progress as a result of above average attendance	Catch up teacher to provide additional focused support 5 x mornings  £11,000	Attendance remains above national	PF HS
<b>C</b>	Disadvantaged children who do not have access to broadband, IT equipment at home			Laptop/chrome book loans to families  Purchase of dongles  Paper copies of learning provided weekly	EEF Pupil Premium Research  DfE guidance		All pupils are able to access home learning when in lockdown or self isolating	PF HS