

Catch-Up Premium

Background

In order to help mitigate that adverse affect that non-attendance at school has had for children, the Government is providing schools with a catch-up premium of £80 per child for the financial year 20-21 only, a total of just over £21,000.

The following extract has been copied from the DfE's guidance on how to use the funding.

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. This could include, for example:

- small group or one-to-one tuition (particularly through the National Tutoring Programme)
- summer programmes to help re-engage pupils or extra teaching capacity from September

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.

Spending Guide

As has already been mentioned, our children seem to be having more difficulty with communication, language and literacy, than with maths, so this is the area on which we need to focus any specific activities. The guides mentioned above have been scrutinised, with the intent that we could utilise one of the language or literacy programmes suggested. Unfortunately there is very little that is suitable for younger children, in fact we were only able to identify one, which is a Canadian programme, training for the implementation of which isn't available in the UK.

The National Tutoring programme provides recommended tutors that can be bought in using the catch up premium. We have agreed that to bring in unknown tutors for our children would be inadvisable. Most of the children who would benefit from some extra tuition learn best with adults that they know and trust. If there is any additional tuition it would be most productive if it were delivered by our children's own class teachers.

Proposed Spending of the Catch-up Premium at St. Michael's Infant School

The area in which children are most at need in our school is Speech, Language and Communication. If children have difficulty communicating verbally, then they struggle with writing, and often reading too. They have to be able to verbalise their thinking before they can commit their ideas to paper. If children's SAL (Speech and Language) need is part of a bigger problem (for example Autism), then the NHS SAL service won't offer any input. In addition, we also have children who can barely make themselves understood who don't have another condition, where support has been refused. Both of our experienced SAL TAs have left, and we feel that this is the area where we most need expertise.

A private SAL service based in London, Words First, was recommended. We have contacted them and they seem to be able to offer everything that we need.

There is a widely recognised 3 tier approach to Speech and Language Therapy, which is as follows:

Levels of Provision

Speech and Language Therapy provision into mainstream schools and early years settings is based upon the 3 Tier Model of service delivery. This model aims to deliver a prevention, early intervention and therapeutic approach to service delivery with the aim of improving communication, emotional wellbeing and academic attainment amongst all children.

Universal

The Universal Tier has a focus on prevention and is available to all. It empowers staff to facilitate support for all children and particularly those at risk of developing speech language and communication needs (SLCN) as follows:

- *Provision of advice, signposting and training to parents/ settings to increase awareness and understanding of SLCN.*
- *The delivery of local and nationally accredited training for the wider workforce.*
- *Provision of indirect support for all children and young people to access the curriculum through information, advice and training given.*
- *Promotion of communication friendly environments e.g. use of the Communication Supporting Classroom Observation Tool.*

Targeted

The Targeted Tier is split into 2 subsections:

Targeted Tier 1 (T1)

Interventions include those which have been established with the help of the Speech and Language Therapist or Assistant (SLT/A) but become self-sustaining within settings. Children may move through the tiers towards referral/Tier 2 or return to Universal.

Examples include:

- *The provision of specific training and support to schools/settings to enable them to deliver structured interventions to children at risk of educational, emotional or other difficulties as a result of SLCN, e.g. WellComm /Elklan/ early language groups/sound awareness groups.*

- *Support for the school/setting to monitor the speech, language and communication development of children, offering advice to staff as appropriate.*
- *Support to identify and overcome barriers to learning, thereby enabling staff to differentiate the curriculum and maximise the child or young person's understanding and participation in day to day activities for example advice on establishing communication friendly environments.*

Targeted Tier 2 (T2)

Interventions include those that require the direct involvement of a SLT for assessment and monitoring but which can be delivered by staff.

Examples include:

- *The provision of further assessment following receipt of a referral.*
- *Access to groups established, modelled and monitored by a SLT/A if required. ☑ Work with individual children and groups of children in conjunction with parents, schools and early years staff, who can embed the approach into the child's everyday environment.*

Specialist

Addresses the needs of those children who have a defined clinical need and where the SLT's expertise together with the agent of change, for example a parent or key worker will make a significant contribution as follows:

- *SLT/As may work directly with children on the **Specialist Therapy Caseload** to provide highly specific and effective interventions in the most appropriate environment.*
- *The provision of specialist assessment, advice and intervention to support and monitor a child's progress.*
- *The provision of a second opinion or specialist package to support the school/setting and designated link SLT.*
- *Specialist training to support schools/settings and families for example in the use of alternative and augmentative communication techniques.*

'Words First' deliver all of the above, and could provide a SAL therapist one day a week for a calendar year for £13,330 (£350 per 8 hour day). They would deliver training for teachers and TAs as well as working with groups of children and individuals. This would benefit all children. They also prepare reports for governors on children's progress. Staff training would mean that the funding would be spent on sustainable improvements rather than 'quick fixes'. It will also be useful to find out what advice is available for involving parents.

Given the fact that we need to try to raise the attainment of current Y2 children for the end of year assessments, we think that the main focus for the remaining funding should be to release Y2 teachers to work with groups of children, particularly during the Spring term when progress is usually most rapid.

Note added January 2021

Because of the current lockdown and the fact that school is only partially open, we have not yet been able to use the premium. When children return we are planning to use it to support children in Year 1 as well as Year 2.