



School name: COVID 19 Catch Up Premium Funding 2020-21



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.

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 per pupil. 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](#). See also the Education Endowment Foundation (EEF) [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Catch up funding allocation 2020-21 (paid in 3 tranches during the year)

School Name	Number on roll	Catch up funding per pupil	Total funding 20-21
Appleton Primary	311	£80	£24,880

Priorities for 2020-21

The following key strategies have been identified for 2020-21 to address gaps in learning and support pupils to catch up on lost learning.

1. 'SPACE' recovery curriculum for all pupils (see below)
2. Baseline assessment and gap analysis for all pupils to accurately identify where support is to be targeted
3. Early reading and phonics through the introduction of the Read Write Inc programme
4. Targeting reading fluency at Key Stage 2 to ensure all pupils are able to become fluent readers
5. Professional development and training for all staff around phonics and reading
6. 20/21 White Rose Maths curriculum adopted to include catch up content through all units of work
7. Intervention programmes and 1:1 tuition
8. Develop a programme of home learning (academic and pastoral)
9. Jigsaw, Headstart and ELSA programmes to support pupils' emotional wellbeing
10. Embed metacognition strategies

SPACE Recovery Curriculum:

Throughout the Autumn Term and into the Spring Term, the curriculum will be adapted to prioritise the following areas:

Safety and security – Looking after ourselves, being safe and feeling safe

Physical Activity – Being active and healthy, getting regular exercise, playing sports and games

Academic Standards – Learning in school and at home, addressing gaps in learning, a broad curriculum with a focus on core skills

Creativity – Self-expression, working together, rebuilding concentration and stamina

Emotional Wellbeing – Managing feelings and behaviour, mental health and wellbeing, Personal Social Health Education

A tiered approach

At Appleton Primary School, our approach to catching up on lost learning is based upon the principles outlined in the EEF Guide to Supporting School Planning, which aims to support school leaders with their planning for the academic year 2020-21. It proposes a tiered model that focuses upon high quality teaching, targeted academic support and wider strategies to aid school leaders' existing school improvement planning efforts.

The 3 tiers are:

Tier 1. Teaching

Great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital as schools plan for all pupils to return in the upcoming academic year. Prioritising high quality instruction in the classroom setting has new-found logistical barriers, but the principles of great teaching remain unchanged. Having deep subject knowledge and a flexible understanding of the content being taught is clearly important.

High-quality assessment and sustained professional development are essential to great teaching. This year, more than ever, this needs to be supported by effective remote curriculum provision should unplanned school closures occur.

Tier 2. Targeted academic support

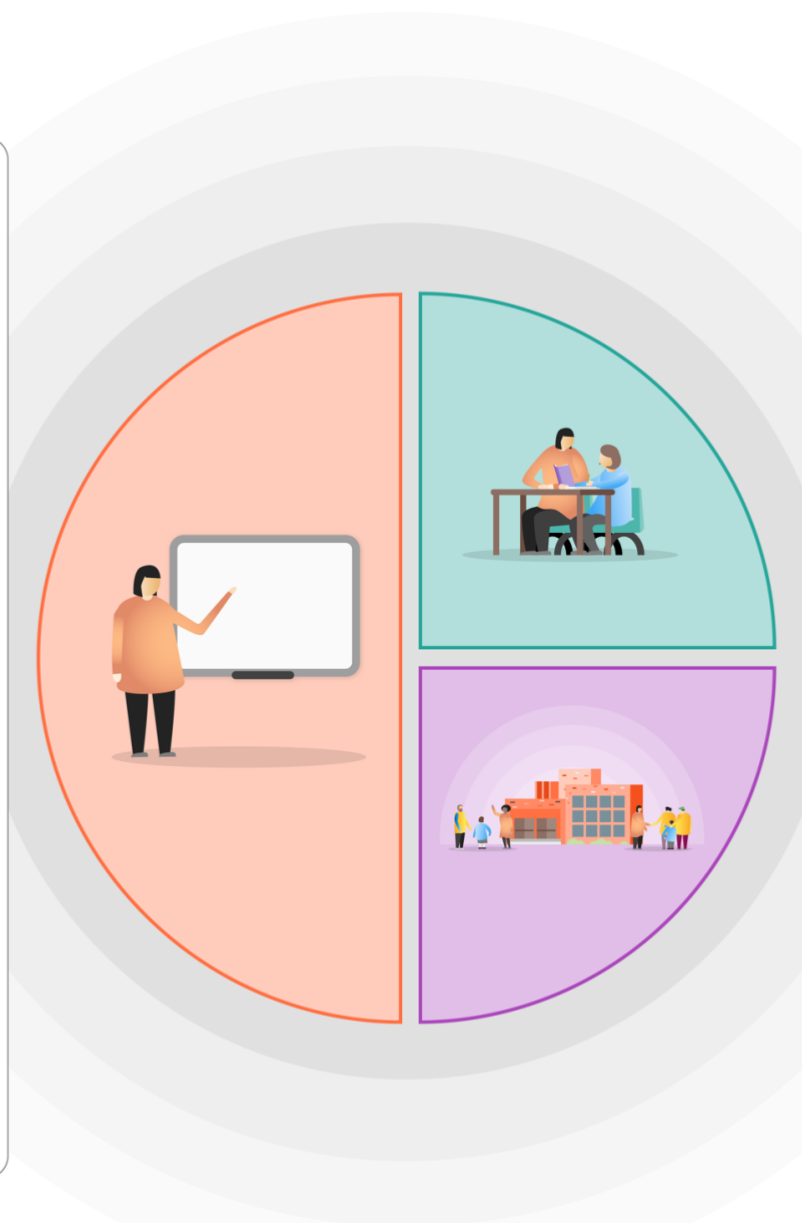
Evidence consistently shows the positive impact that targeted academic support such as intervention programmes and 1:1 tuition can have, for those pupils who are not making good progress or who have significant gaps in learning. Considering how classroom teachers, teaching assistants and external partners can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, will be a key component of effective planning for the new academic year.

Tier 3. Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. These local needs and challenges will be different for every school community.

1 Teaching

- 'SPACE' recovery curriculum from September 2020 to focus on Safety, Physical activity, Academic standards, Creativity, Emotional wellbeing.
- Emphasis on core subjects through quality first teaching during Autumn.
- Baseline assessments in September to identify gaps in learning to inform curriculum planning / intervention groups.
- Ongoing assessments to identify pupils who require additional Tier 2 support.
- Whole school focus on reading fluency: Read Write Inc Programme.
- CPD for all staff (reading / phonics).
- White Rose maths curriculum.
- Home learning programme.
- Jigsaw / PSHE curriculum.
- PE and sports provision to maintain physical health and wellbeing.
- Time for creative lessons to develop resilience, concentration and self expression.
- Embedding metacognition strategies.



2 Targeted academic support

- Intervention programmes based on question level analysis from baseline assessments.
- 'Keep up' groups targeted following half termly Read Write Inc assessments.
- Fresh Start programme in Y5/6.
- One to one support for targeted pupils.
- High quality SEND provision including personalised programmes.

3 Wider strategies

- ELSA programme to support emotional wellbeing.
- Attendance support for vulnerable families.
- Welfare phone calls for all pupils who are isolating.
- School meals hampers for all FSM pupils if bubble closes.
- Additional safety measures to support risk assessments for staff / pupils / families.

Action plan and proposed catch up spending

Action / Tier	Intended Outcome	Evidence / Rationale	Cost: Core budget Catch up fund	Led by	Impact
1. Teaching 3. Wider strategies Embed SPACE curriculum throughout school	Improved standards through focus on core subjects, Improved physical and emotional health. Full broad and balanced curriculum in place by Summer 2021. Metacognition strategies embedded through curriculum.	Carpenter et al 2020 DFE guidance 2020		ML/AD	Autumn Evidence that core subject focus throughout Autumn term is addressing issues caused through lost learning, although additional time has had to be allocated to reading for pace and comprehension and to maths provision at KS2 as significant content has been missed. Emotional wellbeing support has been effective, pupils have settled well despite ongoing disruption caused by bubbles closing. Pupil surveys show pupils feel safe and supported. Spring Summer
1. Teaching 2. Targeted support Standardised baseline assessments for all pupils	Gaps in learning identified through QLA Autumn interventions accurately informed by assessments. Evidence of good progress for all pupils from baseline to end of year assessments	EEF Covid 19 support guide: 'Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support.'		ML/SLT	Autumn Analysis completed including question level analysis through KS2. Maths curriculum adapted to address identified gaps in knowledge. Intervention groups based QLA. Spring Mid year pupil progress data shows... Summer End of year progress data shows...
1. Teaching 2. Targeted support Train all staff on Read Write Inc	All staff in all year groups have required skills to teach phonics and reading fluency so all pupils who require support can be targeted.	Ofsted EIF overview of research 2019.	£4950 – Training and development days	AD	Autumn Training completed for all staff. Observations show improved subject knowledge. Additional development day in Autumn 2 has further improved practice. All phonics interventions are run by trained staff, including Key Stage 2.

phonics and early reading					
1. Teaching 2. Targeted support Introduce and embed Read Write Inc for phonics / early reading	All pupils in EYFS, Y1, Y2 plus any non secure readers in Y3/4 benefit from a structured, proven approach to become fluent readers. Regular diagnostic assessments ensure 'keep up' programme / 1:1 so no child is left behind.	Ofsted EIF overview of research 2019. English Hub support.	£4,748 – resources £6,000- resources	AD	Autumn RWI programme up and running from September 20. Some disruption to groupings Autumn 2 due to Covid / staff absences and bubble closures. This has impacted on pupils groupings although programme has continued. 2 nd assessment round used to identify all pupils requiring intervention and catch up. The impact of this has been positive, clear gains in phonic understanding between Entry and Assessment1 .Assessment 2 to be completed before the end of term
2. Targeted support Introduce and embed Fresh Start intervention programme	All non secure readers in Y3/4 benefit from a structured, proven approach to become fluent readers	EEF trial 2015 Ofsted EIF overview of research 2019. English Hub support.	£2,000 - resources	AD	Autumn Staff trained, intervention areas and resources set up. Y34 groups running until disruption to grouping due to Covid, structure and groups adapted from Autumn2. Assessments completed to identify pupils in need of Fresh Start programme in Y56. Staff trained but disruption to groupings Autumn 2 due to Covid / staff absences and bubble closures Spring Summer
1. Teaching 2. Targeted support RWI spelling programme	Structured spelling programme in place for all pupils who have completed RWI programme, which builds on RWI skills. Spelling interventions to support pupils identified as requiring additional catch up support (not	Read Write Inc English Hub		AD	Autumn Assessments completed through KS2 to group pupils according to spelling ability. Programme to run from January 2021. Spring Summer

	already covered by RWI or Fresh Start)				
1. Teaching Adapt maths scheme of work to include recap steps in addition to core teaching.	All maths units include recap steps in addition to age appropriate learning ensuring lost learning is covered. Additional time devoted to maths throughout Autumn Term to embed core learning.	White Rose Maths Hub materials. EEF Covid 19 support guide: re quality teaching	£7,591 – TA Level 2 support	VP	Autumn Autumn maths curriculum successfully adapted to include recap steps prior to core year group content. Additional time has been needed to address identified gaps in learning. Staff have used their analysis of the assessment at the beginning of the school year to target more specifically the learning gaps which are being met through lessons planned, intervention and additional maths skills to be practiced in 'Fast Maths' time. This will continue into the next term to ensure that <i>all</i> areas of mathematics are complete and gaps are closed by the end of the year. Spring Summer
2. Targeted support Intervention programmes, one to one support, extended school time	A range of small group interventions and one to one tuition are provided over and above core subject teaching time to target pupils who require catch up support beyond quality first teaching. Clear entry and exit criteria enable progress to be measured accurately.	EEF Covid 19 support guide: 'In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.'	£7,591 – TA Level 2 £7,591 – TA Level 2	AD/VP	Autumn Intervention programmes established in each year group focusing on maths through the Autumn Term. Each class has a TA to support all children as well as the SEND children. Children are also receiving 1:1 when and where appropriate within the school day either to revisit or practice a concept or to look at pre-learning for the next day. Half termly Read Write Inc assessments have been used to identify pupils requiring catch up work and 1:1 support in phonics 16 KS1 15 F2 have received this support during the Autumn Term. The impact on standards has been positive for many . Tracker at Assessment 1 shows clear progress from entry point, 1to1 in F2 have made significant gains in set 1 single letter sounds Spring Summer

1. Teaching 2. Targeted support 3. Wider strategies Ensure quality home learning support programme for all pupils unable to attend school.	<p>Weekly home learning activities set to support any pupils who have to isolate.</p> <p>Remote learning activities and live lessons provided where bubbles close.</p> <p>Remote learning covers the same objectives as class lessons so pupils unable to attend do not fall behind their peers.</p>	<p>Gov.uk 'Remote Education Good Practice.'</p> <p>EEF Covid 19 support guide:</p>		JS	<p>Autumn</p> <p>Weekly home learning activities posted on website through Autumn Term. All pupils unable to attend school have been able to access home learning materials via website or through home learning packs. For pupils in KS2, home learning activities were moved to the TEAMS platform by Autumn 2 providing children not only with access to learning activities but allowing them online contact with staff for both support with learning and regular feedback. TEAMS also allows children contact with their peers in a safe, monitored environment, maintaining social contact which has impacted emotional well-being particularly during bubble closure. The impact of this:</p> <p>4 laptops have been provided for families with limited technology at home to improve home learning access.</p> <p>Over one third of KS2 pupils have accessed home learning via TEAMS on a regular basis dependent on their situation. Continuous dialogue between staff and pupils has meant learning has been of a good standard. TEAMS is used weekly in school as part of all pupil's learning, enabling an ease of access from home in the case of bubble closure. Moving forwards, staff will continue to use TEAMS on a regular basis and the school will look at ways to ease access and engage with those families in the remaining percentage.</p> <p>Spring</p> <p>Mid year pupil progress data shows...</p> <p>Summer</p> <p>End of year progress data shows...</p>
2. Targeted support Target pupils who need additional support through National Tutoring Programme	<p>Pupils most in need of additional support are offered additional tutoring / catch up provision through National Tutoring Programme</p>	<p>National Tutoring Programme</p> <p>EEF Covid 19 support guide: Targeted support</p>			<p>Autumn</p> <p>Additional support being given to children in school by Appleton staff.</p> <p>Spring</p> <p>Summer</p>
3. Wider strategies Provide additional support for mental health / emotional	<p>Jigsaw and PSHE programme in place to support emotional wellbeing needs of all pupils.</p>	<p>EEF Covid 19 support guide: Wider strategies</p>	<p>£7,591 extra ELSA time</p>	CS	<p>Autumn</p> <p>All pupils were supported during their initial return with the Jigsaw recovery programme. This allowed staff to identify pupils who needed additional wellbeing support. These pupils were then provided with ELSA</p>

wellbeing through Headstart / ELSA / Jigsaw programmes	Additional targeted support for pupils most affected by COVID 19 through ELSA to improve readiness for learning.	Headstart programme			support, which ensured that pupils were given appropriate support to ensure that barriers to learning were reduced. Spring Summer
3. Wider strategies Ensure additional pastoral support for pupils unable to attend school	Welfare calls to pupils unable to attend school, with strong links to safeguarding team. Food parcels provided to families eligible for FSM IT devices provided for families unable to access home learning. Attendance support provided for vulnerable / at risk families.	EEF Covid 19 support guide: Communicating effectively with families		CS	Autumn Autumn Pupils who are self-isolating and classed as vulnerable are supported by calls to parents. This has allowed vulnerable families to keep in contact with the school and access support with home learning and other issues that may have arisen. The pastoral lead has been in regular contact with families who were having issues with attendance by speaking to parents and pupils and discussing support-getting pupils back into school such as wellbeing support/learning support. Vulnerable families who are self-isolating are supported with weekly food parcels and any pupils who are unable to access home learning are provided with IT support and devices Spring Summer

Total expenditure on catch up provision 2020/21:

Expenditure from core budget: £23.182

Expenditure from catch up fund: £24,880