



School name: COVID 19 Catch Up Premium Funding 2021-22



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

School Name	Number on roll	Catch up funding per pupil	Total funding 21-22
Appleton Primary	290		13,195

Priorities for 2021-22

The following key strategies continue to be identified for 2021-22 to address gaps in learning and support pupils to catch up on lost learning.

- 1. Baseline assessment and gap analysis for all pupils to accurately identify where support is to be targeted**
- 2. Early reading and phonics through the continuation of the Read Write Inc programme**
- 3. Targeting reading fluency at Key Stage 2 to ensure all pupils are able to become fluent readers**
- 4. Professional development and training for all staff around phonics and reading**
- 5. Intervention programmes and 1:1 tuition**
- 6. Jigsaw, Headstart and ELSA programmes to support pupils' emotional wellbeing**
- 7. Embed metacognition strategies**

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 2021-22. 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

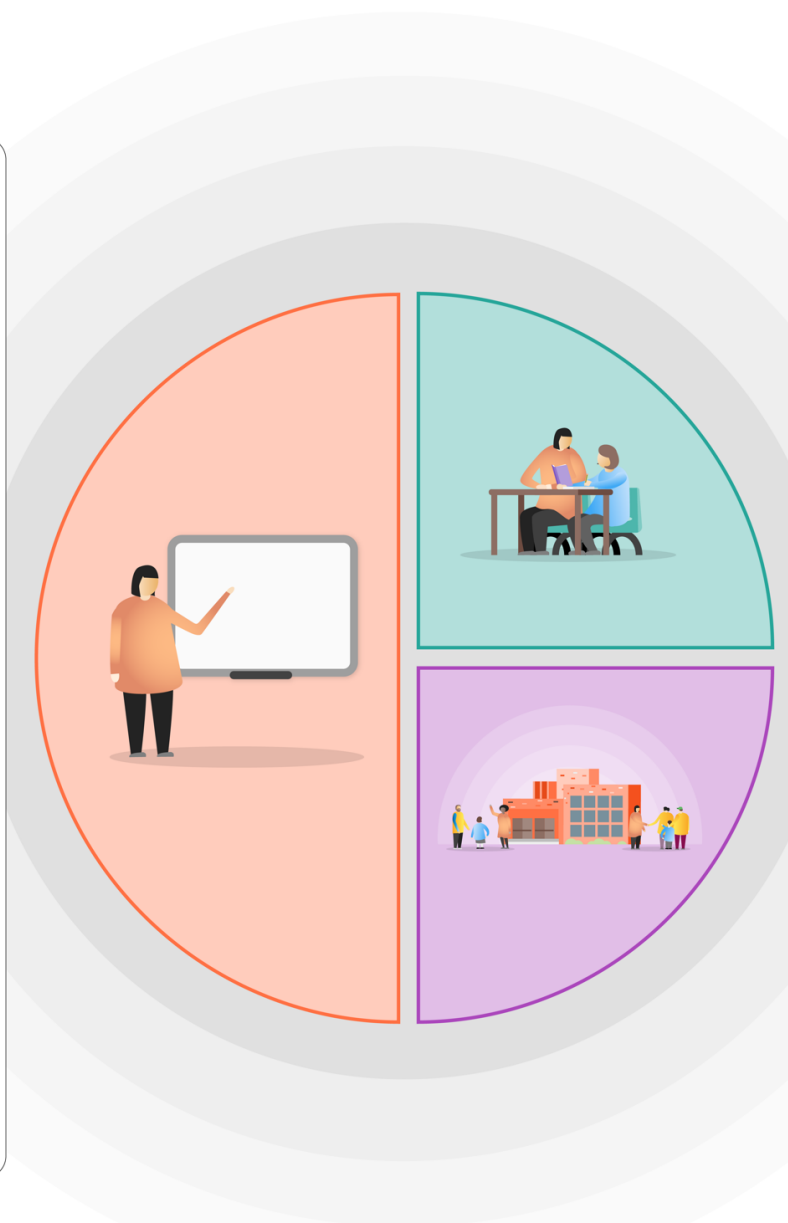
Evidence consistently shows the positive impact that targeted academic support such as intervention programmes and 1:1 tuition can have, for those pupils who are not making good progress or who have significant gaps in learning. Considering how classroom teachers, teaching assistants and external partners 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

- 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	Improved standards through focus on core subjects, Improved physical and emotional health. Full broad and balanced curriculum in place . Metacognition strategies embedded through curriculum.	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. Mid year pupil progress shows children are making good progress TA shows pupils continue to make good progress. Noted impact on handwriting strategies to be put in place to address this in all lessons.
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 show children continue to make good progress
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	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	all pupils who require support can be targeted.				Spring and Summer Practice sessions run in phase groups during assembly times, to reinforce key messages and coach staff .Summer 2-Coaching for identified TA to work with Freshstart, cont this into next year
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 renewed Covid restrictions / staff absences This has impacted slightly on pupils groupings although programme has continued. 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. Spring Summer Half termly assessments used to identify all pupils requiring intervention and catch up. F2 groups to be more fluid between assessments.Pinnies purchased and greater emphasis on pinny time to keep up. Ebooks purchased at special rate to use to support pupils with home reading. Admin time allocated to set up and monitor home reading. Year 2 phonics screening Nov : 91%
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	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 slight disruption to groupings due to Covid / staff absences Summer2- 1 TA identified and to be funded to run the Y56 groups to ensure consistency.
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.	Read Write Inc English Hub		AD	Assessments completed through KS2 to group pupils according to spelling ability. Programme to run from September 2021.

	Spelling interventions to support pupils identified as requiring additional catch up support (not 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 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.
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	<p>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.</p> <p>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. Support for F2 and Y1 lowest 20% has continued spring and summer. This has had an impact on meeting expectations, standards has been positive for many. Trackers shows clear progress from entry point, 1to1 in F2 have made significant gains ready to move to Y1. TAs and staff have moved around, practice pathways to support and coach set up.</p> <p>Impact- Y2 phonic screening Nov 91%</p>

1. Teaching 2. Targeted support 3. Wider strategies Ensure quality home learning support programme for all pupils unable to attend school.	Weekly home learning activities set to support any pupils who have to isolate. Remote learning activities and live lessons provided where bubbles close. Remote learning covers the same objectives as class lessons so pupils unable to attend do not fall behind their peers.	Gov.uk 'Remote Education Good Practice.' EEF Covid 19 support guide:		JS	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 Laptops have been provided for families with limited technology at home to improve home learning access.
2. Targeted support Target pupils who need additional support through National Tutoring Programme	Pupils most in need of additional support are offered additional tutoring / catch up provision through National Tutoring Programme	National Tutoring Programme EEF Covid 19 support guide: Targeted support	After 70% subsidy £310 per student-£2,790		Additional support being given to children in school by Appleton staff. Summer White Rose National Tutoring been provided for Yr. 3/4/5 pupils This has had a positive impact in standards and more notably with confidence and enthusiasm for maths.
3. Wider strategies Provide additional support for mental health / emotional wellbeing through Headstart / ELSA / Jigsaw programmes	Jigsaw and PSHE programme in place to support emotional wellbeing needs of all pupils. Additional targeted support for pupils most affected by COVID 19 through ELSA to improve readiness for learning.	EEF Covid 19 support guide: Wider strategies Headstart programme	£7,591 extra ELSA time	CS	All pupils have been supported with the Jigsaw recovery programme. This allowed staff to identify pupils who needed additional wellbeing support. These pupils were then provided with ELSA support, which ensured that pupils were given appropriate support to ensure that barriers to learning were reduced.

3. Wider strategies Ensure additional pastoral support for pupils unable to attend school	<p>Welfare calls to pupils unable to attend school, with strong links to safeguarding team.</p> <p>Food parcels provided to families eligible for FSM</p> <p>IT devices provided for families unable to access home learning.</p> <p>Attendance support provided for vulnerable / at risk families.</p>	<p>EEF Covid 19 support guide: Communicating effectively with families</p>		CS	<p>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.</p> <p>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</p>

Total expenditure on catch up provision 2021/22: £43,261

Expenditure from core budget: £30,066

Expenditure from catch up fund: £13,195