

Use of 'Catch-Up Premium' Grant Upham CE Primary September 2020 – July 2021

How much 'Catch-Up Premium' has been received?

Catch-Up Premium from the DfE, are calculated as follows:

For primary, middle, secondary and all-through local authority maintained schools, academies and free schools

- £80 for each pupil aged 4 and over recorded in reception to year group 11 in the October 2020 school census

Actual Allocations:

October Grant: £1,1960

February Grant: £2,430

June Grant: £3,130

Total Funding Received 2020/21: £7,520

Overarching Principles for Use

The DfE state that:

"Schools should use this funding for specific activities to support their pupils' education recovery in line with the curriculum expectations in the actions for schools during the coronavirus outbreak guidance.

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed learning. Schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected."

At Upham School the use of Catch-Up Funding will be used for all children to better enable acceleration towards the goal of returning to pre-COVID levels of learning though should be prioritised towards vulnerable children, either as determined using national measures (such as eligibility for pupil premium funding, involvement of social care or EHCP in pace) or through use school-specific criteria of relative disadvantage within our school community.

It was anticipated that the effects felt as Years R,1 and 6 returned in June 20 would be felt across all year groups from September – that children lacked the self-regulation and resilience needed to fully engage with the cognitive challenge normally in place. The initial period of recovery would need to address these learning behaviours rather than attempt to identify gaps. Only when children were learning in a more positive manner can gaps be meaningfully identified and then addressed through adaptations to whole class, group and individual teaching. By the end of the Autumn Term, the majority of gaps from the previous year's curriculum should have been addressed, enabling an accelerated path through the current age group curriculum from the start of the Spring. Assessment at the end of Autumn Term will be key to set up decision making regarding how to target those children not on track through tutoring-approaches (funded) to accelerate their progress.

Maintaining positive mindsets for learning, which has always been a priority and key foundation for curriculum intent at Upham is critical. Therefore how 'Catch-up' is referred to with parents is critical and terminology around 'recovery' will be used. It will also be essential to ensure that where specific supports are provided for children that these are not perceived by children as different, remedial or negative but as part of positive normal teaching experiences. How supports are framed by staff will be as important as the supports themselves.

Key Priorities to Address:

- Learning behaviours not at an age-appropriate level to re-access current curricular expectations following March – July lockdown.
- Gaps in learning across curriculum following Mar-July lockdown, limiting progress
- Individual learning difficulties resulting from gaps, lack of self-regulation, mental health difficulties or family pressures needing to be accelerated in order to re-access age-appropriate learning
- Assessment systems need to be adapted and reviewed in order to impact positively on curricular planning decisions and teaching with corresponding review of reporting to parents to ensure their participation in directed support.
- Provision for home learning developed, including through provision of ICT support where engagement is of concern, so that isolating families can continue pace of learning and re-integrate on track with peers.
- **Addition Jan 2021:** *Provision of Remote learning during Jan-Mar shutdown developed to deliver the whole planned Spring I and II curriculum and enable re-integration with pace of learning on return.*

Priority:

- **Learning behaviours not at an age-appropriate level to re-access current curricular expectations, following March – July lockdown.**

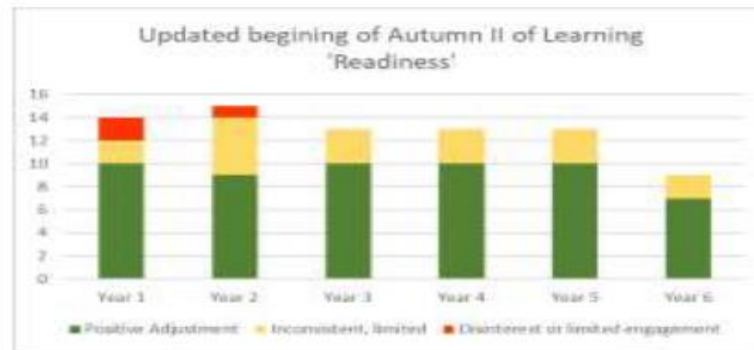
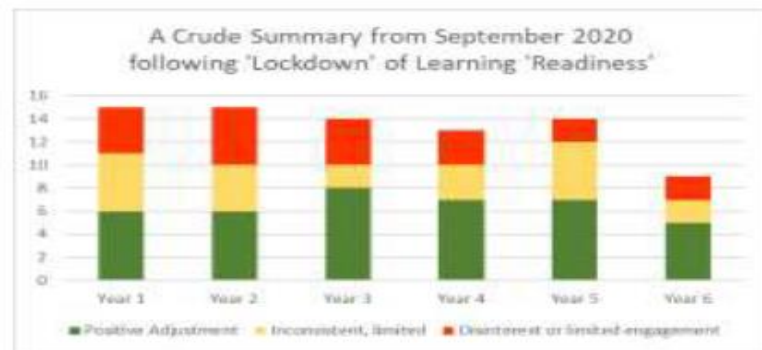
Desired Impact:

- Return to pre-COVID levels of learning behaviours to enable access to curriculum by end of Autumn I
- Ensure children have self-regulation, resilience and stamina for high-level input across school day by end Autumn I.

Actions Planned:	Timescale	Funding Use	Impact of Actions:
Return to school as a 'transition' day for all to teach how to re-integrate.	3 Sept		Positive first day experience for all. Children able to positively interact, within bubbles.
First half term – targeted teaching of learning behaviours.	Sept / Oct		By the beginning of Autumn II KS2 children have returned to a more focussed manner, able to concentrate for appropriate periods of time, with motivation to complete learning with the learning self- regulation skills to achieve this. In KS1, some children are still adjusting, particularly in terms of independence. (Data below) Behaviour logs do not show concerning increases or changes.
Increased adult support for playtimes to support social skill reintegration.	Autumn I	Additional LSA playtime cover HT supporting lunchtime	
Individual supports for individuals still struggling, following Sept input period.	Autumn I and II	Existing class LSA provision	

Early parents evening to have learning behaviour discussions with parents and plan home support.	Oct		Delivered face-to-face, within COVID regulations. Parent feedback was entirely positive and this seemed to have been highly valued. Some parents requested video-conferences or telephone calls and these were planned in and accommodated. Attendance was high – at 92% of families. Constructive conversations about learning took place, focussed on 'learning readiness'.
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Summary Data of Teacher Judgements of 'Learning Readiness' – demonstrates significant improvements from beginning of term to end of Autumn I, ready to re-engage with learning and begin accelerated learning paths towards recovery:



Priority: <ul style="list-style-type: none"> • Gaps in learning across curriculum following Mar-July lockdown, limiting progress 	Desired Impact: <ul style="list-style-type: none"> • Positively address gaps resulting from lockdown 1 through quality first teaching and small-group additional input to enable actual year Eng & Ma curriculum to be delivered from Spring I.
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Actions Planned:	Timescale	Funding Use	Impact of Actions:
Assess learning following once period of learning behaviour completed so related to cognition not regulation.	End Oct		Assessments summarised on Autumn Term overview – targeted on learning precisely, set up plans for catch-up targeting in Spring.
Make changes to En & Ma curriculum to respond to assessments to revise, revisit, fulfil previous step.	Autumn II		Formative assessments used throughout term to adapt teaching. Assessment information by the end of term demonstrates increased proportions had at least now met the ARE from the end of the previous year and were on track to access the accelerated next stage.
Additional small group support groups for EN & Ma – pre-teaching	Autumn II	Some additional LSA hours C2 £105	
Same-day En/ Ma corrections following formative marking and use of 'think pink' independent corrections.	Autumn II		

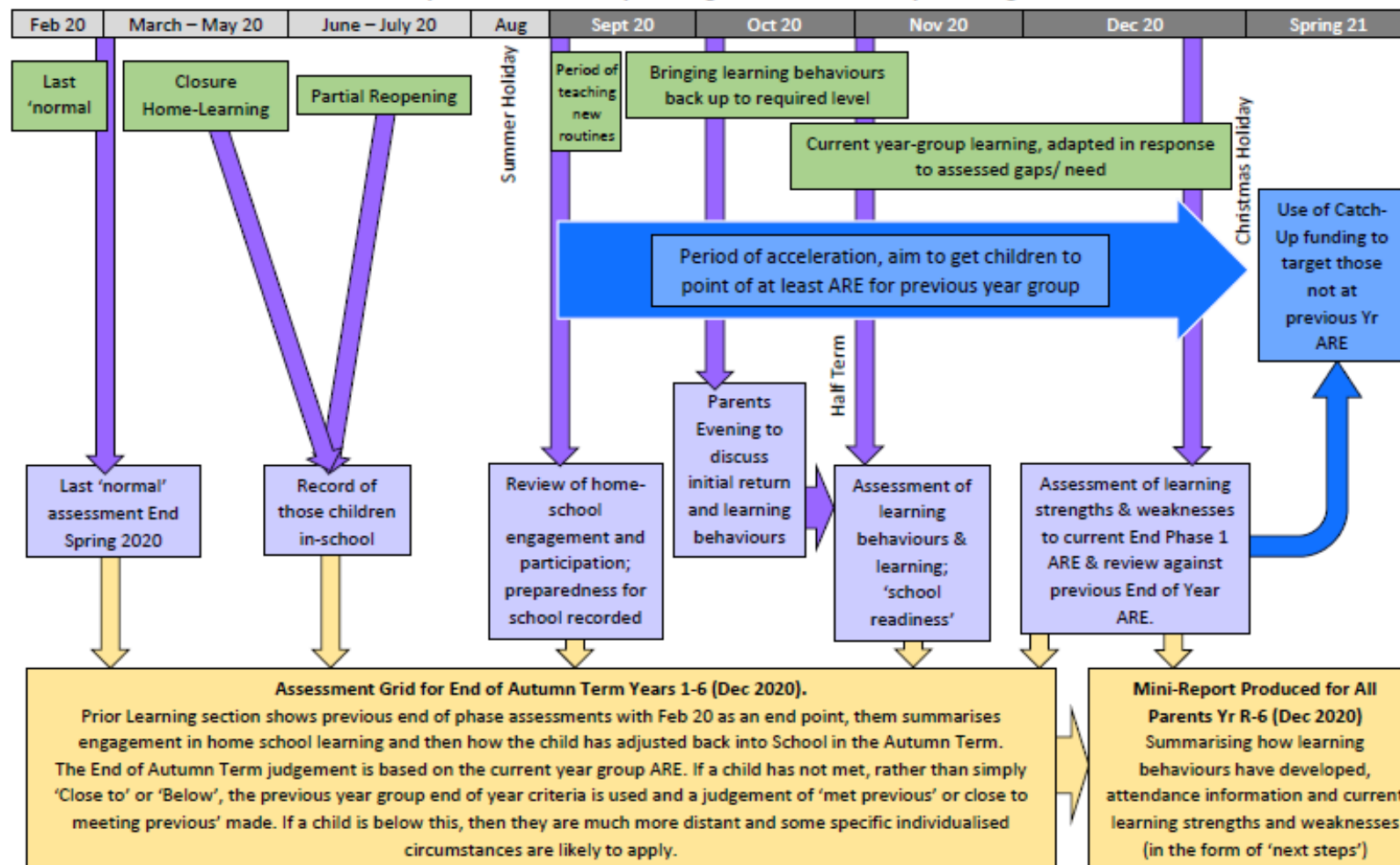
In EYFS, additional prime area provision due to missed pre-school experience.	Autumn I & II		Additional CLL and PSED support has been required in order for cohort to learn to positively interact and communicate. Key individual needs identified and supported positively.
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Priority: <ul style="list-style-type: none"> • Assessment systems need to be adapted and reviewed in order to impact positively on curricular planning decisions and teaching with corresponding review of reporting to parents to ensure their participation in directed support. 	Desired Impact: <ul style="list-style-type: none"> • Adapt and review assessment systems for Y1-6 so that assessment journey can be captured. • Assess children to previous years ARE core learning alongside current expectations – focus on essential core EN & Ma domains
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Actions Planned:	Timescale	Funding Use	Impact of Actions:
Systems to record learning behaviour readiness from home learning through to September to end of 'input' period.	Oct	£400	Documents to record learning behaviours from home learning reviewed against to identify improvements (data used above for priority 1) Assessment sheet changed to summarise this journey alongside other previous achievement.
End of Autumn II assessment to identify parallel achievement against previous ARE and current, for those achieving more strongly – coding changes.	Autumn II	-	New codes used to record either previous year or current year. Documents enable next stages for teaching to be identified and which children require different levels of support – some target to catch-up (and therefore use of funding in Spring I) or more individualised approaches.
Emphasis on key learning domains in EN & Ma Assessment across curriculum by unit – identify implication for next stages in subjects to carry forward.	SLT Discussions Autumn II for Jan implementation (lockdown 3 delayed to Mar)	-	
Assessment of end of year adjusted to prioritise key domains, others not limiting. Identify readiness for next year.	June	-	Key domains for Y1-6 identified – domain headings reviewed by En & Ma subject leaders. Input from LA to prioritise learning in order to be 'sufficient' for next year as a new sub-level of ARE, to reflect COVID curriculum journey implemented.
Report learning behaviour and 'gaps' to parents through additional mini-report.	Dec	£250 SLT time	Mini-report issued to all parents YR-6 to inform learning following period of learning behaviour & 'gap' input.
Review end of year report to incorporate assessment adjustments.	July	£350 SLT time	End of year report communicates achievement across domains in En & Ma, where prioritised domains highlighted. Coding to include 'sufficient' included. Received feedback from parents, via return slips, entirely positive.

Strategic Overview Plan for how Priorities 1, 2 & 3 fit together to inform decision making about further catch-up targeting through 'tutoring':

Overview of Review of Assessment Processes for Autumn Term 2020 which informed curriculum change, adaptations to reporting to parents as well as planning for use of Catch-up Funding



Priority:

- Individual learning difficulties resulting from gaps, lack of self-regulation, mental health difficulties or family pressures needing to be accelerated in order to re-access age-appropriate learning

Desired Impact:

- For those children where the initial Autumn Term acceleration was less effective, use small group/ individual 'tutoring' approach to address gaps and misunderstanding in key domains of En & Ma learning so that they are at least 'sufficient' by end of year and can access next year's learning.

Actions Planned:	Timescale	Funding Use	Impact of Actions:
Additional HLTA provision as third adult in C1 to target children through small group directed teaching for phonics, number and reading.	Spring I & II (Delayed to Spring II & Summer I following lockdown 3)	£312	Informal observations of teaching and learning indicates improved learning through initiated activities. Small, directed teaching sessions for key skills – counting, phonics and reading used effectively to develop key skills. Skills applied in initiated activities. High provision across curriculum with motivational contexts such as tadpoles, pond dipping & visitors used to maximise opportunities.
Additional HLTA hours within C2 to support initiated learning and target CLL and PSED areas for key individuals.		£186	
Systems create to record 'tutoring' and measure assessed improvements to deep understanding through applied learning.	Dec	-	System for recording input in place and reported to Curriculum Committee Governors Spring II. Used to measure progress from point of input.
Weekly small-group/ individual tutoring by teachers (C2,3 & 4) – adjusted weekly, based on formative assessments. Some planned for gaps, some in response to misunderstanding.	Spring I – Summer II (delayed to Spring II start following lockdown 3)	£3,736	Interim assessment at April indicates the majority of the children targeted, demonstrating applied understanding at other points away from point of input, demonstrating progress. At KS2, this was strongest at 64% with 54% across the school demonstrating catch-up learning applied at another point from the teaching at an interim point in May. Year 6 interim assessments demonstrate very positive achievement at ARE 78% at combined RWM with 33% consistent with high level combined RWM passes, indicating positive nurturing of higher achievement. Local Authority monitoring from Primary Phase Inspectors from Feb 2021 indicates strong provision: <i>"The Pupil Premium and Catchup Premium funding is being used effectively to target support for the most vulnerable pupils, particularly those in Years 2 and 6, to make continued progress this academic year. School leaders have a robust way of monitoring vulnerable pupils.</i>
Purchase of 'Lexplore' to explore reading across school and identify reading difficulties across whole school population.	Summer Term	Delayed to Sept 2021	

Priority: <ul style="list-style-type: none"> • Provision for home learning developed, including through provision of ICT support where engagement is of concern, so that isolating families can continue pace of learning and re-integrate on track with peers. 		Desired Impact: <ul style="list-style-type: none"> • Support those families who cannot access ICT in order that they can engage with on-line home learning and stay parallel with peers. 	
Actions Planned:	Timescale	Funding Use	Impact of Actions:

Complete applications for DfE additional laptops.	Autumn	-	Application made – 3 laptops received. (Used by families during lockdown 3.)
Plan for home learning to be in place by end of September – use LA recommendation of provision of one day core skill material ready on website for day 1, other material added as days in-school progress, one day later. Update half-termly.	Sept	Staff time	Home learning material in place by end of September 2020. Used by families throughout Autumn Term, additional material provided daily via website or email. Quite bespoke to individual families and how they wanted to best navigate through. Those families who had not previously coped as well through ‘home learning’ provided with more frequent communication from teacher. Result that all families engaged with material and could access curriculum on their return.
Purchase and implementation of Google Classroom platform for remote engagement, when required.	Autumn 1	£1000 (claimed back from DfE)	Platform purchased and logins created. Implemented upon announcement of lockdown 3 and used to deliver live sessions across Years R-6. Initially provided from older year groups and cascaded down. LA PPA monitoring during Feb 2020 indicated a high quality provision across whole curriculum with particular care for keeping learning accessible and easily resourced by families. High engagement from class 2-4, less commitment from a few Class 1 families. Used subsequently during bubble closure and to facilitate any video conferencing required, including sharing church services with parents and parental meetings.
School website restructured, home learning (from summer 20) archived – new pages for quick access created and linked.	Sept	£130	Restructuring enabled easy access from parents – all those isolating able to access material. During lockdown 3, high usage demonstrating quick movement straight to class day pages.
Support provided for families isolating case-by-case. Individual communication with families via class emails, provision via school website.	Ongoing from 1 Oct	-	Frequent (daily) communication by teachers via email and also phone, especially if engagement was more varied. All did some key aspects of learning, most completed all that was suggested and provided. Those children reengaged with peers successfully. Family that engaged less positively provided additional LSA/ HLTA support on return.
Physical resources eg paper, books, dictionaries etc posted/ dropped off as required.	Ongoing	Minimal postage costs £50	Materials sent home at key points in year, depending on curriculum. ACE dictionaries, exercise books & bundles of reading material sent home. Pupil premium used to fund printer cartridges to support PP family.

Priority: <ul style="list-style-type: none"> • Addition Jan 2021: Provision of Remote learning during Jan-Mar shutdown developed to deliver the whole planned Spring I and II curriculum and enable re-integration with pace of learning on return. 		Desired Impact: <ul style="list-style-type: none"> • To offer the planned whole curriculum through remote learning so that at the point of re-entry into school, learning can continue as planned. • Enable all families to positively access, engage with and communicate outcomes of daily learning. 	
Actions Planned:	Timescale	Funding Use	Impact of Actions:

Provision of high quality teaching through remote learning during lockdown 3. Increasing provision of live sessions used to input key skills & enable reconnection with peers.	Jan - Mar		Local Authority monitoring from Primary Phase Inspectors from Feb 2021 indicates strong provision: <i>“Leaders are clear that it is essential that remote learning covers the whole curriculum, not just English and mathematics. Lessons include all subjects and provide children with the opportunity to enjoy a diverse curriculum with well thought out activities to enhance their learning. Videos are used to teach the concepts to the children with appropriate follow up activities; this has resulted in strong levels of engagement. The online learning is clear with links to any videos or supporting material. Teachers track engagement and report that this is high. The school has focused on ensuring that the importance of physical education (PE) curriculum continues to be maintained having evaluated the adverse impact of school closure on physical wellbeing in the last academic year.”</i>
Changes to curriculum for Spring Term to reflect remote learning eg moving areas to cover with direct teaching.	Spring I & II		Some movement of aspects eg in Maths at KS2, fractions and decimals delayed to be taught face to face in Spring II on return and calculative aspects maintaining in remote learning. By end of term, all planned areas delivered for KS1 & 2. Some additional phonics input planned for KS1 to build in live sessions from remote learning.
Formative assessment of taught aspects on return to school to identify potential implications on teaching.	Spring II		Children able to re-engage with direct teaching upon return well. No particular difficulties compounded by lockdown – catch-up tutoring programme implemented straight away.

Total Spend for 2020 / 2021 Academic Year	£5,519
Amount Carried Over into Autumn 2021	£2,001