

Catch Up Premium

School Level Overview

Context of the 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.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

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.

Best Practice Guidance Considerations

The EEF COVID-19 Support Guide for Schools highlights two key areas to focus upon when allocating the Catch Up Premium Funding.

Teaching and whole-school strategies

We believe that for our schools, our children and circumstances the main area to focus upon and address is high quality teaching for all. As such the funding has been used in relation to two main areas identified by the EEF guidance:

1. Supporting great teaching
2. Pupil assessment and feedback

Targeted Support

Further to teaching and whole-school strategies we believe our children will benefit from focussed support. As such the funding has been used in the below areas identified by the EEF guidance:

1. One to one and small group tuition
2. Targeted interventions

School Allocation

School	2020-21 One Off Allocation
Cambray Primary School	£2920

Planned Expenditure

Focus 1 Teaching and Whole School Strategies		Budget Allocation:
Desired Outcome	Chosen Approach	How will the impact be measured?

Focus 2 Targeted Support		Budget Allocation: £2920
Desired Outcome	Chosen Approach	How will the impact be measured?
Ensure that those in most crisis receive the individual and group counselling support that they need	Procurement of contract with Educational Psychologist to deliver group and individual therapeutic sessions	No exclusions Improvement in behaviour tracking records Children report being less anxious and ready to learn
Ensure that those children 'on track' with phonics expectations make rapid progress to account for the lockdown period and catch up quickly to year group expectations.	Additional Teaching Assistant time in order to deliver additional phonics intervention.	Above National Average Year 1 PSC outcomes delivered (above 82%).

Impact of 2020/21 provision

- There were no exclusions across the year. Those returning in crisis have been excellently supported to ensure that behaviours have been supported to improve across the year. The impact of this work is strong. Over the year, the EP has supported 3 children intensely through 1:1 sessions, and a further 5 through regular group sessions. The behaviours and attitudes of all children have improved; children became more ready to learn as the year progressed.
- Phonics outcomes are strong. By June 2021, 79% of the Year 1 cohort passed the PSC. This is only slightly below the 2019 national average. By December 2021, using current outcome data, we anticipate 95% of children will attain the expected standard. We feel that prioritising our early reading offer was a key priority to ensure future success. The Word Reading ELG in reception was higher than the overall GLD – again, highlighting the strong impact that our additional focus on this area has had.