

Coronavirus (COVID-19) catch-up premium at Princess Frederica CE

VA primary School: 2020-21

What is the Coronavirus catch-up premium?

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery, and the government intends for schools and colleges to fully open in September.

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. That is why, alongside the universal catch-up premium, we are launching a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

Who is eligible for the Coronavirus catch-up premium?

Any pupil of statutory school age is eligible for the catch-up premium. For our school this includes children from Reception to Year 6.

What is the school approach to the allocation of catch-up funding?

1. Assessment data compiled in September 2020												
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
% of children <u>not</u> on track to reach age related expectations	Reading	75%	Reading	23%	Reading	5%	Reading	17%	Reading	17%	Reading	13%
	Writing	61%	Writing	32%	Writing	8%	Writing	36%	Writing	35%	Writing	21%
	Maths	65%	Maths	23%	Maths	8%	Maths	17%	Maths	31%	Maths	20%
% of disadvantaged children <u>not</u> on track to reach age related expectations	Reading	50%	Reading	100%	Reading	0%	Reading	33%	Reading	75%	Reading	14%
	Writing	50%	Writing	100%	Writing	0%	Writing	50%	Writing	75%	Writing	29%
	Maths	50%	Maths	67%	Maths	0%	Maths	50%	Maths	50%	Maths	29%

2. Information compiled to make decisions on catch-up funding		
Approximate Date	Information collected	Decision on action to be taken on information collected
Sept 2020	Self-evaluation from children demonstrated that children in Year 1 (Year 2 in 2020-21) had accessed the home learning the least.	A significant portion of the funding needs to be allocated against Year 2.
Sept 2020	In year 2, based on assessments, 22 children have been identified as needing catch up interventions in reading; 18 in writing and 14 children in maths. Children in current year 2 missed a whole term of formal in school learning at the end of year 1. Year 1 is an extremely important year in a child's education as it is the beginning of a key stage where more formal learning occurs. By the end of year 1, children's phonic knowledge is assessed as this is recognised as the cornerstone of being a successful reader. As a result of the lockdown the children have been extremely disadvantaged	A significant portion of the funding needs to be allocated against Year 2.

	in terms of learning to read and this is fundamental to all learning.	
Sept 2020	<p>In the current year 1: Assessment data shows that 75% (43/57) are below a reading age of 4y8m Assessment data shows that 61% (35/57) are below a writing age of 4y8m Assessment data shows that 65% (37/57) are working below an age related level of 4y8m in maths.</p> <p>The reception year consists largely of play based learning and towards the end of the year some formal learning begins. Missing the summer term in Reception has meant that the majority of children, who are now in year 1, did not finish the EYFS curriculum and are inevitably behind where they should be. This is further compounded by the transition into year 1 which the children are normally prepared for gradually.</p>	There are a large number of children in year 1 who are below the standard where they should be at the beginning of the year. Funding also needs to be allocated to year 1
Sept 2020	As part of the recovery curriculum at the start of the year, all children were assessed by the class teacher against objectives from the previous year. The resulting baseline assessments were used to identify children in KS2 who had either regressed or made no progress since the previous assessment period in March 2020.	<p>Some of the funding will be used to employ a qualified teacher for one to one tuition (mainly targeted at disadvantaged children)</p> <p>Funding will also be used to train LSAs in KS2 to run structured catch up programmes in literacy and numeracy.</p> <p>Some funding will be used for a longer term approach to children in Year 4.</p>

3. Desired outcomes		
In-School barriers		
	Desired outcomes	Success Criteria
A.	Progress in reading, and writing in KS2 needs accelerating for targeted children	Targeted children make more than a year's progress in reading
B.	Progress in maths in KS2 needs accelerating for targeted children	Targeted children make more than a year's progress in maths
C	Progress in reading, writing and maths for PP children in KS2 needs accelerating to at least match progress of non-PP children.	PP children will make accelerated progress (more than 1 year) and their progress will at least match the progress of non-PP children
D	In class progress in reading and maths in Year 4 to be supported by after after-school tuition by qualified teachers.	Targeted children achieve the expected standard in reading and maths by the end of the 2021-22 academic year.
E	Progress in reading, writing and maths in KS1 needs accelerating for targeted children.	Targeted children make more than a year's progress in reading and maths

4. Planned expenditure						
Desired Outcome (Objective)	Chosen Action/Approach	Rationale (Evidence to Support) and how it will be implemented effectively	Assessment (what will success look like)	Staff Lead	Review (Timescale) of Impact	Finance (Cost)
A. Progress in reading and writing in KS2 needs accelerating for targeted children.	Training in Catch up Literacy for KS2 LSAs (13 children)	Catch up literacy uses a book-based approach to support learners in their reading of a book so they activate both dimensions of reading – word	Children will make accelerated progress (more than 1 year)	Nicola Christopher	March 2021, June 2021	£4,100

		<p>recognition processes and language comprehension processes.</p> <p>Programmes follow assessment and are structured to meet a specific need. Regular sessions are maintained over a sustained period.</p>				
<p>B. Progress in maths in KS2 needs accelerating for targeted children.</p>	<p>Training in Catch up Numeracy for KS2 LSAs (16 children)</p>	<p>Programmes follow assessment and are structured to meet a specific need. Regular sessions are maintained over a sustained period.</p> <p>Children become more self-confident and motivated in class. They feel more in control of their learning and more confident to work independently. They display a much improved attitude towards numeracy</p>	<p>Children will make accelerated progress (more than 1 year)</p>	<p>Nicola Christopher</p>	<p>March 2021, June 2021</p>	
<p>C. Progress in reading, writing and maths for PP children in Year 5 and Year 6 needs accelerating to at least match progress of non-PP children.</p>	<p>National Tutoring Programme - 12 children to have 15 x 1 hour 1-1 tutoring in school (£183.75 x 12)</p>	<p>There is extensive evidence supporting the impact of high quality one to one tuition as a catch up strategy.</p>	<p>PP children will make accelerated progress (more than 1 year) and their progress will at least match the progress of non-PP children</p>	<p>Nicola Christopher</p>	<p>March 2021, June 2021</p>	<p>£2,205</p>

		Tuition delivered by qualified teachers is likely to have the highest impact				
D. In class progress in reading and maths in Year 4 to be supported by after-school tuition by qualified teachers.	Qualified teacher providing tutoring to 2 children for 1 hour after school every week for 5 terms starting from spring 2021.	Teachers to lead high quality learning over a period of 5 terms enabling progress to be tracked carefully and home learning tasks monitored for engagement. The increased duration of the link with teacher and child will lead to a more sustained and positive approach to learning.	Children will make progress in reading and maths and finish Year 5 at the expected standard for end of year expectations in both reading and maths.	Nicola Christopher	March 2021, June 2021, December 2021, March 2022, June 2022	£5,400 (£2,160 in 20-21) (£3,240 in 2021-22)
E. Progress in reading, writing and maths in KS1 needs accelerating for targeted children.	Employment of an interventions teacher to work with targeted KS1 children.	The reception year is a combination of play based and towards the end of the year some formal learning begins. Missing the summer term in Reception has meant that the majority of children did not finish the EYFS curriculum and are inevitably behind where they should be. This is further compounded by the transition into year 1 that the children are normally prepared for gradually. For younger children, an approach of frequent short	Year 1 and year 2 children will “catch up” and reach age related expectations by the end of the year. For year 1 they should be at least 5y8m and in year 2 children should be at least 6y8m	Nicola Christopher	March 2021, June 2021	£19,200

		sessions are more effective than a longer 30 minute session twice a week which will be happening in KS2.				
					Catch-up Funding Allocation	£31,600
					TOTAL PROJECTED SPEND IN 20-21	£27,665
					Projected carry forward to 21-22	£3,935
					Projected current spend in 21-22	£3,240