



Catch-Up Funding Strategy: Background Information

Our Christian faith emphasises the value and worth of every individual with their own distinctive character, gifts and abilities.

Christ's command to 'Love one another' calls us to respect and help other people.

This provides the foundation for our school and all we aim to achieve.

This document has been compiled following the government's announcement in June 2020 that a package worth £1 billion, split between a catch-up premium and a national tutoring scheme, would be made available to schools to ensure they have the resources required to help all pupils make up for lost teaching time caused by the Covid-19 pandemic and extra support for those who need it most.

A one-off grant funding of £650 million will be paid to all state-funded primary, secondary and special schools in the 2020 to 2021 academic year. Whilst the government has stipulated that headteachers will decide how the money is spent, the Education Endowment Foundation has published [guidance on effective interventions to support schools](#). For pupils with complex needs, schools are strongly encouraged to spend this funding on catch-up support to address their individual needs.

Alongside this universal offer, the government has rolled out a [National Tutoring Programme](#), worth £350 million, which will deliver proven and successful tuition to the most disadvantaged and vulnerable young people, accelerating their academic progress and preventing the gap between them and their more affluent peers widening. With evidence showing that tutoring is an effective way to accelerate education, it is believed a targeted tutoring offer is the best way to narrow the gaps that risk opening up due to attendance at school being restricted.

Allocation of Funds:

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Early Years Reception through to Year 11.

This funding will be provided in three tranches. Schools will receive an initial part payment in autumn 2020 based on the latest available data on pupils. A second grant payment will be provided in early 2021, based on updated pupil data, with a further grant paid during the summer term 2021. Although funding has been calculated on a pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their needs. This means that schools have the flexibility to spend their funding in the most appropriate way for their cohorts and circumstances. It should be used for specific activities to support pupils to catch up for lost teaching over the previous months in line with guidance and evidence-based data notably from The Education Endowment Foundation. The Education Endowment Foundation directs schools in how to use their additional funding in the most effective way.

1. Summary information					
School	Holy Trinity CE Primary School, Cookham				
Academic Year	2020-2021	Total Initial Catch-up fund	£16640	Total number of pupils on role	205 (17.11.20)
Statement Created by	A Smith	Governor Lead	YTD	Proportion of disadvantaged	7%
Published Date	March 2021		Date for next internal review of this strategy	April 2021	

2. Context of the school and the rationale for the strategy with specific reference to the impact of COVID-19 and the extended period of lockdown

- The proportion of disadvantaged pupils across the school is relatively low compared with the national picture.
- During the first lockdown which began on 23.03.20, the majority of children currently still on role (current Year 1 to current Year 6) engaged with the detailed and comprehensive remote learning provision provided by the school.
- When schools partially reopened on 01.06.20 to specific year groups (EYFS, Y1 and Y6) 82% of the pupils then in EYFS and Y1 (now in Y1 and Y2) returned to school on either a full-time or near full-time basis.
- When school reopened fully on 02.09.20 attendance was high and it remained high for the duration of the Autumn Term. There was no staggered start for Reception children with all who had been allocated a place, starting from day one. (Attendance figures for 02.09.20-04.09.20 = 98.18%, attendance figures for 07.09.20-11.09.20 = 96.5%)
- With no cases of COVID-19 among the children or staff during the Autumn Term, there was no requirement to collapse bubbles. However, a number of children were required to self-isolate but provision was made for them to access tasks on the school's online learning platform, enabling them to keep up with their peers in the classroom.
- At the start of the Autumn Term assessments were carried out to establish a baseline, specifically in Reading, Writing and Mathematics. Age standardised scores were established and a detailed gap analysis was carried out to determine the gaps that had emerged during the extended period of school closure.
- September results indicate that while children in particular year groups had fallen behind in specific areas of the curriculum (detail in each class gap analysis), across most year groups it was noticeable that grammar, punctuation and spelling had been strongly affected. Pupils had lost an understanding of specific vocabulary related to this area of the curriculum. This was the same in mathematics. The children had less of a grasp of mathematical vocabulary and a reduced understanding of how to carry out processes. Their fluency in being able to count in intervals, recall times table facts and know relationships between numbers e.g. $10\% = 0.1 = 1/10$ etc. was affected. Although reading fluency was not as adversely affected as other areas of the curriculum, the children's ability to analyse texts and carry out comprehension style questions was. Knowing the complexities of sentence construction and having the ability to use varied punctuation, for example, when it came to writing was also hindered.
- Spring assessments are scheduled (Match 2021) to gain a precise picture of how the third lockdown has further impacted on the children.

3. Barriers to future attainment	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills) and</i>	
Additional/External barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
A.	An extended period of remote learning resulting from two lockdowns has revealed significant gaps in specific areas of the curriculum.
B.	Despite high attendance during the Autumn Term, a second lockdown beginning on 05.01.21 has resulted in the transfer of learning to online for a second period.
C.	As a result of the second closure of schools, Autumn Term assessments, while relevant at the time they were carried out, could be unreliable when pupils return to school. Additional assessments will need to be carried out to determine which gaps have widened, which have closed and which have appeared. Assessments scheduled for March 2021 will establish this.
D.	Although the majority of children made the transition from remote learning (from 23 March 2020) back to the classroom on 2 September 2020 successfully, staff had to be mindful of how pupils coped with returning to school after such a disrupted period. After the second period of school partial closures, importance must be placed on wellbeing and mental health needs in order for staff to be able to successfully support those children who may have been adversely affected by all closures caused by Covid-19.
E.	A focus will need to be placed on rebuilding resilience in the children and developing their self-confidence.
F.	Where some parents remain concerned about a return to school, support will need to be put in place providing reassurance so that no pupil's attendance is adversely affected.
G.	While not widespread, some pupils lack access to remote learning devices when learning at home.
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>	
Success criteria	
A.	To increase attainment and accelerate progress in Mathematics across all year groups.
	Results from summer assessments will show a greater proportion of children achieving an ASS of 100+

B.	To increase attainment and accelerate progress in Reading across all year groups.	Results from summer assessments will show a greater proportion of children achieving an ASS of 100+
C.	To increase attainment and accelerate progress in Writing, but specifically in areas of spelling, punctuation and grammar across all year groups.	Results from summer assessments will show a greater proportion of children achieving an ASS of 100+
D.	As a broad outcome the attainment outcomes for all pupils at the end of 2020-21 will be at least in line with those at the point of lockdown in March 2020 i.e. if a child was working at an age-related expectation in a subject in March, they are working at least to an age-related expectation in that same subject by the end of the academic year. In addition, by the end of the academic year 2021-22 attainment outcomes for all year groups will be at least in line with those at the end of the academic year 2018-19.	

5. Planned expenditure: Academic Year 2020/21

The headings demonstrate how the school has and, in the future, intends to use the catch-up premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice? How will you ensure it is implemented well?	Staff lead and cost	When will you review implementation?
Reading, Writing and Mathematics assessments carried out in September. A detailed gap analysis for each subject and for each class completed.	A clear baseline will be established	Children requiring targeted support will be identified. End of year assessments in July 2021 will be used to provide impact evidence for the academic year 2020-21.	AS	September/Oct 2020

<p>Staff will incorporate into autumn planning, a recovery curriculum with a focus on rebuilding in the children an understanding of vocabulary related to element of the maths curriculum and vocabulary related to SP&G.</p> <p>A focus will be placed on mental calculation in mathematics and the learning of maths competencies.</p> <p>A focus will be placed on the consolidation of core skills to enable successful learning across the curriculum. These will include handwriting, spelling of high frequency words, basic sentence punctuation, times table recall, basic addition and subtraction fact recall and reading skills relevant to age.</p>	<p>By addressing those objectives identified as having not been taught or taught but not fully embedded alongside a broad and balanced curriculum, gaps in the children's knowledge will be closed.</p>	<p>Planning will be scrutinised.</p> <p>Lesson observations and book scrutinies will be used to determine the success of the strategy.</p> <p>Feedback will be used to make next steps explicit to individual children.</p> <p>Analysis of data will show that whole class gaps have been addressed.</p> <p>Analysis of individual data (assessments, written work) will show that gaps have been filled and progress is being made.</p>	<p>SLT</p>	<p>Ongoing</p>
<p>All KS1 pupils will be signed up for 'Numbots' and all KS2 pupils for 'Times Table Rockstars' to improve basic number bonds and recall of times table facts.</p>	<p>Basic number facts and times table recall will be consolidated and improved.</p>	<p>Staff will monitor the usage of the programme and promote its benefits.</p>	<p>FO £300 annual subscription for both programmes</p>	<p>Summer 2021</p>

<p>The school's Remote Learning Provision will be evaluated for period of home-schooling.</p> <p>Following this, additional/alternative provision will be introduced.</p>	<p>High quality Remote Learning Provision will be in place which builds on the provision provided during the first period of lockdown.</p> <p>Pupils are able to access it successfully and parents are able to support their child(ren).</p>	<p>'What's Working Well in Remote Education' published 11 January 2021 What's working well in remote education - GOV.UK (www.gov.uk)</p> <p>Weekly staff meetings to ensure a uniform approach and to allow for the sharing good practice will be timetabled.</p> <p>Manuals outlining provision in all areas of remote learning will be published and available for all staff members.</p> <p>Weekly correspondence will be sent to parents providing guidance and support.</p> <p>A parent meeting will be held to outline the school's Remote Learning Provision. Staff will be available to speak with parents at scheduled Google Meets and will be contactable at all times via the school email system office@holytrinitysch.co.uk</p> <p>Staff will closely monitor the attendance of pupils on daily Meets and the quantity and quality of work uploaded. Phone calls will be made home when necessary to provide advice and support. Those children the school deems to be 'vulnerable' will be discussed at weekly meetings.</p>	<p>SLT</p>	<p>January 2021</p>
---	---	---	------------	---------------------

<p>High quality PSHE lessons are planned to address mental health and wellbeing needs. These extend into Remote Education Provision when learning transfers from the classroom to home.</p> <p>Children's Mental Health Week is marked with daily lessons and the introduction of 'screen-free Friday'.</p> <p>The final week of home-schooling before the return on 8.3.21 will be designated to Book Week. With 'Journey', Aaron Becker, as a stimulus focus will be given to the importance of courage, resilience, friendship and kindness.</p>	<p>The mental wellbeing of the children is catered for through regular high profile PSHE sessions plus other activities included the daily mile and timetabled slots allowing access to the school's wildlife area.</p>	<p>By improving the children's levels of emotional and mental wellbeing their ability to positively engage with each other and with their learning will be enhanced.</p>	<p>MW</p>	<p>February 2021</p>
---	---	--	-----------	----------------------

ii. Targeted support

<p>Action</p>	<p>Intended outcome</p>	<p>What is the evidence and rationale for this choice? How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>Weekly targeting of maths and SPaG through teacher intervention during the autumn term.</p>	<p>Pupils have a greater understanding of mathematical language and an increased ability to calculate mentally.</p>	<p>Class teacher intervention with small groups of children.</p> <p>Pupils will be monitored closely through progress meetings.</p> <p>Progress will be accelerated with the majority of pupils being at or above age-related</p>	<p>GB £600</p>	<p>March 2021</p>

	ASS in assessments improve.	expectations by the end of the summer term 2021		
Weekly targeting of phonics through teacher intervention during the autumn term.	Increased fluency in all Phased work.	Class teacher intervention with small groups of children. 93% of Y1 pupils will reach the expected standard in the Phonics Screening Test in the summer term 2021.	DN £200 (cost to cover class teacher)	March 2021
Weekly targeting of specific pupils in Reception through teacher intervention to provide extension during the autumn term.	Specific pupils targeted will make accelerated progress on their journey to ending the year exceeding the expected standard in the specific areas of learning.	Class teacher intervention with small groups of Reception children. At the end of the academic year 2020-21, 40% of pupils will be exceeding the expected standard in reading and maths, with 43% exceeding the standard in mathematics.	AB £200 (cost to cover class teacher)	March 2021
Reading intervention delivered to targeted specific pupils during the remainder of the spring term and throughout the summer term.	90% of Y2 pupils will reach the expected standard at the end of the academic year 2020-21.	Class teacher intervention. Progress will be tracked using the school's agreed assessment rota	YB	March 2021

Introduction of 'Nessy' Reading and Spelling programme to Y3 & Y4 during the autumn term.	Pupils will make accelerated progress in this area of the curriculum.	Nessy Reading and Spelling programme is proven to help children, especially those with dyslexia, learn to read and spell with confidence.	MB Y3 & Y4 currently on a 2-month free trial- cost of annual subscription for 60 users to be established.	July 2021
Weekly targeting of specific areas of the curriculum which have been established once pupils return to the classroom on 8.3.21, delivered during the remainder of the spring term and throughout the summer term.	Pupils will make accelerated progress targeted area of the curriculum.	Class teacher intervention with small groups of children. Pupils will be monitored closely through progress meetings. Progress will be accelerated with the majority of pupils being at or above age-related expectations by the end of the summer term 2021	£10,000	
iii Other Approaches				
Action	Intended outcome	What is the evidence and rationale for this choice? How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The outdoor area beyond the Y1 classroom will be refurbished to provide a range of resources for Y1	Pupils will make accelerated progress with a	Having lost a considerable period of time in Foundation Stage where the learning is 80% child initiated and where there is free-flow	DN £2000	July 2021

to enhance learning through the curriculum.	range of outdoor as well as indoor resources to enhance engagement and promote learning in the core areas of the curriculum.	between the inside and outside space, this space will promote learning zones in the same way the outside space in EYFS does yet with a focus on the Y1 curriculum. The children will be able explore and extend their understanding of core subjects in a safe and stimulating environment.		
---	--	--	--	--

	Total budgeted cost (2.3.21): £13,300
--	--

6. Additional Information

While there was desire and need to increase the quantity of teacher intervention with small groups of pupils identified as needed catch-up work during the Autumn Term, the requirement to keep bubbles and staff within those bubbles intact made this impossible. The scope for providing such intervention using current staff once pupils return to school remains limited because of the reason already given. The challenge will be to find the appropriate staff to safely deliver group intervention to cohorts of children who have been identified as requiring a considerable amount of intervention.

Restrictions during the autumn term meant not all the catch-up funding sent through in the first tranche was spent. This has allowed the school to reassess and re-evaluate as this latest period of lockdown ends to establish if needs have changed. This will determine plans for future spending.

It is the intention of the school to use catch-up funding largely to support class teacher intervention during the remainder of the spring term and throughout the summer term. This plan will, however, continually be re-evaluated and modified to ensure the best possible outcomes for all pupils.