

## Catch-Up Premium Expenditure Plan September 2020 Loscoe Church of England Primary School and Nursery

### Overview

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 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.

### Funding allocation

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.

### Use of funds

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.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way. This could include, for example:

- small group or one-to-one tuition (particularly through the National Tutoring Programme)
- summer programmes to help re-engage pupils or extra teaching capacity from September

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

### **Accountability and monitoring**

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. As such, all DDAT schools need to complete the individual expenditure plan below and submit this to the CEO prior to funding being released.

The [guidance on full opening](#) sets out that Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding.

Ofsted currently plan to resume routine inspections in January 2021, with the exact timing being kept under review. When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding and remote learning) to ensure the curriculum has a positive impact on all pupils.

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**September 2020**  
**Loscoe Church of England Primary School and Nursery**

**Catch-Up Premium Expenditure Plan**

<b>School name:</b>	<b>Loscoe Church of England Primary School and Nursery</b>
<b>Academic year:</b>	<b>2020-21</b>
<b>Total number of pupils on roll:</b>	<b>168 Primary age</b>
<b>Total catch-up budget:</b>	<b>£13,680</b>
<b>Completed by:</b>	<b>Rachael Dean</b>
<b>Date of review:</b>	<b>15.10.20</b>

**Summer 2020 Catch-Up Actions Completed**

[Use this section to outline any actions completed during the Summer holidays 2020. For DDAT schools who took part in the Kip McGrath Summer tutoring programme, please include details here.]

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact</b>	<b>Cost</b>	<b>Staff lead</b>	<b>Comments</b>
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<p><i>Purchased 6 Chromebooks for use by families without devices over the summer holiday</i></p>	<p>Children are able to access GC and our other online learning platforms. Key skills are practised and are more likely to be retained</p>	<p>Although the children targeted had a wider gap between age expectations and achievement, this was not as significant as it was for children who were not part of the project (as measured by baseline PIRA/PUMA/GAPS, Star Reading)</p>	<p>£1,491</p>	<p>Zoe Sylvester</p>	<p>This was effective with children in Y4-6 as they could access independently. 4/6 of the families taking part in the project engaged with online learning for at least 3 days a week during partial closure.</p>
<p><i>Tutoring for disadvantaged children 2x30 minute sessions for 4 weeks, with 3 staff</i></p> <p><i>12 children participated</i></p>	<p>For reading skills and maths key facts and skills to be retained during partial closure, preventing the gap in children's attainment and age expectations from widening.</p>	<p>Children's attainment is closer to peers, enabling them to access whole class learning activities with confidence</p> <p>Improved safeguarding; vulnerable children are in contact with a trusted adult during the summer break</p>	<p>TA - £265                  HLTA - £300                  Teacher - £550</p>	<p>Lisa Davy</p>	<p>Notes made by tutors for new class teachers and TAs were used to develop personalised learning plans for September</p> <p>All children had significant gaps between attainment and age expectations before the start of the project</p> <p>FFT group set up to track progress</p>

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Total spend: £2,606

**Whole school support**

[To complete this section, outline which actions you wish to implement to support the whole school, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
All staff deliver a well planned and appropriate, <a href="#">recovery curriculum</a>	All children will receive planned 'tier 1' education when they return to school, which will support their physical and mental wellbeing, communication and key learning.	Improved and sustained mental health and wellbeing of children and families. Improved and sustained attendance.	£0	Rachael Dean	INSET July and September Termly monitoring Transition to our two year planned curriculum by Christmas 2020.
Purchase of whole class book sets	Provision in place for high quality literacy to be accessed by pupils at home.	Gaps in skills and knowledge are not allowed to widen further through lack of access to quality texts	£939	Lisa Davy	Class sets to be exchanged with partner schools as part of longer term literacy project

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Purchase of year's subscription to Spelling Shed	Assessments have shown that phonics and spelling have been significantly impacted by partial closure. This platform allows targeted, monitored practice.	<p>Gap is narrowed across Y1-6 between age expectations and children's achievement in spelling</p> <p>Teachers can monitor progress and identify learning needs online</p>	£131	Lisa Davy	Progress and attainment to be analysed in December
30 Chromebooks purchased	<p>Children can continue learning projects at home</p> <p>Children are able to access learning platforms and apps to practice key skills</p> <p>Targeted children will take Chromebook home each day to continue</p>	<p>Increased and targeted practice of key skills leads to accelerated progress measured by PIRA/PUMA/GAPS</p>	£6673	Zoe Sylvester	

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	learning tasks when appropriate.				
Feedback and assessment	Gaps in children's skills and knowledge are immediately addressed precisely, accurately and consistently. Assessment informs curriculum planning.	Immediate feedback will drive accelerated progress.  Misconceptions are addressed immediately	£0	Zoe Sylvester	Research project to assess impact INSET training for all staff
Quality texts purchased to support children's reading development at Accelerated Reader band 1-2	Lower attaining children in Y2/3/4 have more choice of engaging texts to support reading practice in school and at home	Children targeted to make 8 months' reading age progress in the 6 months up to February half term	£146	Lisa Davy	
<b>Total spend:</b>			<b>£7,889</b>		

**Targeted support**

[To complete this section, outline which actions you wish to implement to support individuals or small groups, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

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Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<p><b>Small group maths tuition for children in Y4/5/6 After school</b></p> <p><b>2x30 minute sessions per week TA led in groups of 3/4</b></p> <p><b>To run in 4 6 week blocks starting autumn 2, 4 children targeted in each bubble per block</b></p>	<p><b>Fluency is regained in counting, times table recall and basic calculations to allow children to progress through the curriculum</b></p>	<p><b>Gap is narrowed between predicted standardised scores and that measured by our baseline assessments.</b></p>	<p><b>£1,080</b> <b>(3 TAs 24 hrs each)</b></p>	<p><b>Jo Cummings</b></p>	<p><b>Salary costs included for additional hours.</b></p>
<p><b>Small group tutoring for children in phonics (bottom 20% in Y1/2/3)</b></p> <p><b>2x30 minute sessions weekly TA led in groups of 3/4</b></p>	<p><b>Children who have suffered most academically during partial closure will receive regular targeted tuition in addition to quality teaching</b></p>	<p><b>Rapidly improve children's phonics knowledge so that reading, writing and access to the curriculum is improved.</b></p>	<p><b>£1,080</b> <b>(3 TAs 24 hrs each)</b></p>	<p><b>Lisa Davy</b></p>	<p><b>Salary costs included for additional hours.</b></p>

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<p><b>To run in 6 week blocks starting autumn 2</b></p>					
<p><b>Reading catch up intervention</b> <b>TA led reading group 2x 30 minute sessions weekly</b></p> <p><b>To run in 6 week blocks starting autumn 2</b></p>	<p><b>With the absence of our regular volunteers children’s daily reading practice needs bolstering in Y1.</b></p>		<p><b>£720</b> <b>(2 TAs 24 hrs each)</b></p>	<p><b>Lisa Davy</b></p>	<p><b>Salary costs included for additional hours.</b></p>
<p><b>Total spend:</b></p>			<p><b>£2,880</b></p>		

**Wider support**

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[To complete this section, outline which actions you wish to implement wider support, for example to parents, or accessing improved technologies, along with the intended outcome, estimated impact, cost and any additional comments required. If you have specific staff who will be leading on a project, you can include their name in the table also.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Short video demonstrations (phonics, maths strategies, reading with your child tips) to be available for our parents and carers on our website and Facebook	Parents and carers understand how they can support their child's learning at home	Greater retention of learning for our children as parents and carers can support practice at home.	£0	Carla Hodgkinson	To be shared at key stage meetings to ensure a consistent approach throughout school
<b>Total spend:</b>			<b>£0</b>		

Summary report

**What is the overall impact of spending?**

**To be added to at each assessment point, with reports from each leader for governors.**

**How will changes be communicated to parents and stakeholders?**

**Newsletters, website, emails, individual phone calls and emails to parents of children in target groups, reports to governors.**

**Final comments**

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<b>Final spend: £13,375</b>

<b>Approved by Local Governing Body:</b>	<b>On agenda for 14.12.20</b>
<b>Submitted to DDAT:</b>	<b>05.11.20</b>
<b>Approved by DDAT:</b>	<b>15.12.20</b>