



### **Universal Catch Up Premium Action Plan 2020-21**

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 are supported to recover. 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 year 6.

This funding will be provided in 3 tranches. They will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority.

They will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcounts from the October 2020 census

The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds.

A further £33.33 per pupil or £100 per place will be paid during the summer term 2021.

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.

*Reach Higher. See Further. Shine Brighter.*

## Funding allocation: Government Catch up Funding

Pupil No	Per Pupil rate	Allocation 2020-21
629	£80	£50,239

### **Main Barriers to Educational Attainment during Covid-19:**

- A lack of engagement in home learning activities by some children and families (this was evidenced when children returned after lockdown and class teachers asked children to indicate if they had completed home learning or not)
- Parental/carer subject knowledge and/or ability to support and teach children during lockdown
- English as an additional language is a barrier in some households for parents/carers
- Ability to teach children/follow curriculum when parents/carers are not trained (through no fault of the parents)
- Lack of resources
- Limited access to technology in the household, making online remote learning difficult to access
- More than one child in the household so teaching across the year groups for parents was extremely difficult.
- Parents who were working from home. Work/life balance.
- Mental health and well-being(continued financial hardship ,resultant strains, bereavement and dynamics within the family have caused difficulties which have impacted on mental health,resilience and well-being)

### **Aspirations of our Covid Catch-up Spending:**

Outcomes	Success Criteria
<ul style="list-style-type: none"> <li>• Effective use of interventions for reading, writing, maths and vocab.</li> <li>• Intervention overview</li> <li>• Impact report termly for interventions.</li> <li>• Ensuring Covid-19 catch up where relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Children achieving targets set from baseline data</li> <li>• Children making good progress</li> <li>• Assessment data to evidence success of interventions</li> </ul>
<ul style="list-style-type: none"> <li>• 1:2 staff ratio in all classes to allow for any gaps in learning to be bridged and small group, quality first teaching. Some classes have an extra TA to support SEN pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• High staff ratio's in all classes</li> <li>• Children supported within the classroom with daily teaching and daily interventions (Talk Boost support, Fast Track Phonics, reading, and any other individual support needed.</li> </ul>
<ul style="list-style-type: none"> <li>• To promote vocabulary and Language and Communication skills in our pupils which will raise attainment in English and speaking and listening</li> </ul>	<ul style="list-style-type: none"> <li>• Speech Therapist to assess children and provide classroom staff with whole class and individual strategies to promote speech and language skills</li> <li>• Wellcomm to be purchased and used to assess and baseline children in EYFS and year 1.</li> <li>• Children make good progress in English</li> <li>• Children develop a rich and varied vocabulary</li> </ul>
<ul style="list-style-type: none"> <li>• Curriculum adjusted to ensure that we can focus on basic skills .</li> </ul>	<ul style="list-style-type: none"> <li>• After baseline assessments are completed the curriculum will be adjusted as necessary in each year group.</li> <li>• Children will build on where they are in their learning ,basic skills will be embedded in children's learning.</li> </ul>

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<ul style="list-style-type: none"> <li>Emotional support sessions for children affected by safeguarding and child protection issues during Covid 19.</li> </ul> <p>To promote resilience for vulnerable children who lack resilience and confidence in learning after lockdown.</p>	<ul style="list-style-type: none"> <li>Pastoral staff delivering sessions to support children who this would provide emotional support for identified children (children triaged following return after lockdown).</li> <li>Nurture Group and Forest School staff to support small groups of children in EYFS, Year 1 and Year 2 transition back into school.</li> <li>Children identified as being vulnerable supported back into school and are confident successful learners.</li> </ul>
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**Objective 1**

- To bridge gaps in learning, as a result of school closure, through focused small group interventions and quality first teaching
- To ensure a 1:2 staffing ratios in all classes to allow for small group, first quality teaching.
- For teaching assistants to implement focused, evidence-based catch up intervention sessions within their bubble.
- To implement 'catch-up' phonics to bridge missed learning in phonics.
- To assess children's speech and language needs.
- To support staff with understanding how to bridge gaps in speech and language.

**Action:**

- High staff ratio in each class, enabling more targeted teaching and learning, impacting on raising standards.
- Implementation of 'catch-up phonics' Paula Martin to implement this.
- 4 assessment collection and analysis points throughout the year (including a baseline) Christmas, Easter and Summer 2021
- Rigorous Pupil progress meetings to monitor and evaluate impact to ensure all children are progressing.
- Oakleigh Speech Clinic commissioned to train staff, assess children and support with targeted plans.

**Rationale:**

Smaller group sizes enable targeted, highly differentiated, focused teaching, allowing for gaps in learning to be bridged and ensuring more children reach year group expectations. It also enables early intervention for our lower attaining children. Additionally, intervention will be used to target pupils working above year group expectations. Children's speech and language skills assessed, supported and developed. This is an essential building block for all learning.

**Success Criteria:**

- 1:1 daily reading for identified individuals
- Small groups across all curriculum areas to ensure children make at least expected progress (with a focus on R,W,M)
- Daily guided reading for all children ensuring children are working towards year group expectations and developing associated language and vocabulary.
- Phonics groups are smaller, resulting in an increase in the number of children working within age-expected phonics phases
- Intervention groups, focusing on developing fine-motor skills and developing basic skills of reading, writing, S&L and maths – EYFS/KS1
- Intervention groups throughout all year groups to support reading, writing, maths and vocabulary evidence that good progress has been made and children achieve (and some exceed) their targets.
- Speech and Language intervention groups develop children’s speaking and listening and daily guided reading intervention across KS1 (Early Talk Boost and Talk Boost).
- Pupil vocabulary is developed and applied within both written and spoken work.

Provision	Action	Cost	Monitoring and Evaluation	Desired outcome
Academic Support	1:2 ratio in all classes (one teacher and one TA).  Provide 1 to 1 and small group work through targeted TA/teacher support to close gaps in learning in R,W,M	Cost of TA support  TA3 = <b>£25481</b>  <b>Cost of Oakleigh Speech Clinic Wellcomm Assessment £14,000</b>	<ul style="list-style-type: none"> <li>• Termly pupil progress meetings</li> <li>• Wellcomm Assessments</li> <li>• Provision mapping – SEN and pastoral</li> <li>• Intervention timetables</li> <li>• Intervention impact report</li> <li>• Regular book looks (1st one completed = October 2020)</li> <li>• SEN children making good progress from their starting points – ILP reviews</li> <li>• Pupil Voice questionnaires/interviews</li> <li>• Parents Evenings via phone calls</li> </ul>	Children to improve in their attainment and progress with some children exceeding their targets from their starting points  Resources are up to date and enhance teaching and learning.  All children well supported in all lessons – first quality interventions.

### Objective 2

- To support individual children who have suffered loss or anxiety as a result of the COVID-19 pandemic (lockdown and the ongoing procedures/protocols - for example loss or separation anxiety from family members).
- To support children who have lost confidence and lack resilience due to lockdown.

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**Action:**

- To run 1:1 or small group (individual bubble) emotional well-being/pastoral intervention groups
- To provide learning mentor support for pupils in class that have struggles to engage/access learning in the classroom
- To run small group nurture sessions for children highlighted as needing extra support (Boxall Test)
- To provide small group outdoor learning sessions to develop children’s confidence, social and emotional skills and language skills.

**Rationale:**

There are a number of children throughout school that have suffered emotionally as a result of the Covid-19 lockdown or as a result of the new covid-19 procedures and protocols. These children will be accessing additional learning mentor support with their learning (within their class bubble). This support will help them to focus/access on their learning and make good progress within the class. In addition to this, small pastoral interventions will take place to further support pupils that need it (bereavement/anxiety/depression) Some children in the Early Years/Key Stage will have lost confidence and will need to rebuild this. Nurture and Forest School sessions will help transition these children back into school.

**Success Criteria:**

- Pupil adapt emotionally to the new systems and processes in place due to Covid-19
- Children achieve (and in some identified cases) exceed their targets
- Pupils learn coping strategies to deal with their emotions
- Children are emotionally equipped with the tools to access their learning which will facilitate good progress and improved academic levels

Provision	Action	Cost	Monitoring and Evaluation	Desired outcome
Forest School	Forest school staff to support EYFS with small group outdoor learning sessions to develop fine and gross motor skills ,speaking and listening and develop confidence and resilience.	Partial Forest School Staff Costs Damion and Janine £5,758	<ul style="list-style-type: none"> <li>• SDQs where appropriate</li> <li>• Boxall Tests</li> <li>• Wellcomm Test</li> <li>• Pupil voice</li> <li>• Intervention outcomes</li> </ul> Improved academic attainment	<ul style="list-style-type: none"> <li>• Pupil adapt emotionally to the new systems and processes in place due to Covid-19</li> <li>• Pupils learn coping strategies to deal with their emotions</li> <li>• Children are emotionally equipped with the tools to access their learning which will facilitate good progress and improved academic levels</li> <li>• Children develop confidence and resilience</li> <li>• Children develop gross and fine motor skills</li> </ul>
Pastoral intervention	Pastoral lead and learning mentors to deliver focused emotional support/intervention/nurture sessions to identified pupils	Pastoral Staff Costs Partial Michael and Lynn £5,000	<ul style="list-style-type: none"> <li>• SDQs where appropriate</li> <li>• Boxall Tests</li> <li>• Pupil voice</li> <li>• Intervention outcomes</li> </ul> Improved academic attainment	<ul style="list-style-type: none"> <li>• Pupil adapt emotionally to the new systems and processes in place due to Covid-19</li> <li>• Pupils learn coping strategies to deal with their emotions</li> <li>• Children are emotionally equipped with the tools to access their learning which will facilitate good progress and improved academic levels</li> </ul>

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