



Catch-Up Premium Funding Strategy 2020-21



Rationale for Priorities:

- At Rochford Primary and Nursery School we are promoting an ethos of attainment for all pupils whilst recognising that some pupils may not have had equal access to school provision during lockdown.
- We are identifying those learners who have fallen behind their peers to receive targeted, intense support to facilitate rapid progress to the expected standard in the identified weaker subject(s).
- We are focussing on high quality teaching first as well as high quality planning for any interventions.
- We are focussing on outcomes for individual pupils.
- We make decisions based on on-going data, baselines and respond to evidence.

Catch-up 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 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.

Research taken from the following documents: EEF COVID-19 Support guide for schools, The EEF guide to supporting school planning: a tiered approach to 2020-21.

Impact of funding will be judged by the attainment gaps diminishing by July 2021.

Number of pupils and estimation of Catch-up Premium funding likely to be received this academic year:

Total number of pupils on roll (as of September 2020)	219
Number of pupils eligible for Catch-Up funding	209
Funding received Autumn 2020	£4,180
Funding received by early 2021 (approx.)	£5,574
Funding received Summer 2021 (approx.)	£6,966
Total amount of PPG received academic year 20-21 (£)	£16,720

Baseline attainment of children eligible for the funding (% working at correct level for year group):			
Year group	Reading	Writing	Maths
1	48%	34%	59%
2	62%	62%	62%
3	58%	52%	45%
4	55%	48%	59%
5	59%	59%	45%
6	87%	80%	73%

Summary of the main barriers to educational achievement for those eligible to receive support	
Internal	External
<ul style="list-style-type: none"> Self-isolation if children/staff/bubbles need to self-isolate then learning and catch up sessions may be missed Positivity of learners. Learners and staff having to remain in bubbles meaning no shared staff to lead intervention groups etc. Limited teaching resources due to equipment etc. needing to be cleaned (e.g. Lexia, computer suite) 	<ul style="list-style-type: none"> Limited parental engagement and involvement Social and emotional barriers to learning; family circumstances, bereavement and anxiety having impact on pupils' engagement and achievement. Disadvantaged families with limited income/income affected by the pandemic. Parents with low academic achievement. Limited access to technology, printers, stationery etc. at home

Desired Outcome	How the allocation will be spent to address the barriers.	Desired impact on pupils	Cost £
To ensure that pupils in all year groups are not disadvantaged by a period of remote learning	Extra support staff working in Years 1, 3 and 4. Year 1 = 2 x PMs KS1 and KS2 PMs (blocked) Year 4 = 5 x AMs	Through regular monitoring of all pupils, children will be targeted for bespoke work needed to catch up and address any gaps in their learning. This information will be tracked using half termly assessment data as well as intervention tracking grids.	£5220
To ensure that Year 6 pupils are supported to catch-up any gaps in their learning and prepared for KS2 SATs 2021	Extra support given by DHT working in Year 6, 3 mornings a week. Supporting with small target groups identified during skills and main lessons.	Pupils will show progress from their baseline assessment and will be supported to achieve their bespoke end of year targets.	£3750
To support the pupils in Year 5 to catch-up and make rapid progress in preparation for end of key stage tests	Employ an additional experienced adult (external to the school) to work with Year 5 pupils as directed by the class teacher to support specific groups of pupils identified.	To enable children to be taught in smaller groups for core subjects as directed by the class teacher. Support will link directly to learning in class providing opportunity for catch-up, over learning and pre-teaching as necessary.	£5500

<p>To support the pupils in Year 2 to aid phonics catch-up and preparation for end of key stage testing</p>	<p>Employ an additional experienced adult (external to the school) to work with Year 2 pupils as directed by the class teacher to support specific groups of pupils identified.</p>	<p>To enable children to be taught in smaller groups for core subjects as directed by the class teacher. Support will link directly to learning in class providing opportunity for catch-up, over learning and pre teaching as necessary.</p>	<p>£2250</p>
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<p>How will we measure the impact of the catch-up funding on pupils?</p>
<ul style="list-style-type: none"> ➤ Measure the progress made from baseline assessments ➤ Monitoring intervention tracking grids ➤ Analysing half-termly data drops ➤ On-going teacher assessment and data analysis at both school and SEEAT Board Level (termly) ➤ 'book looks' and drop-ins by Leadership Team and subject leads

<p>Date of the next catch-up funding reviews</p>
<p>Leadership Team Meeting – 8th October 2020</p> <p>Local Governing Body Meeting – 23rd November 2020</p> <p>Then on-going throughout the year in light of data drops and Pupil Progress Meetings.</p>