



Catch-Up Premium Plan

Overleigh St Mary's CE Primary School

Summary information

Academic Year	2020-2021	Total Catch-Up Premium	£31040	Number of pupils	388
---------------	-----------	------------------------	--------	------------------	-----

Use of Funds	EEF Recommendations
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.	The EEF advises the following: Teaching and whole school strategies ➤ Supporting excellent teaching ➤ Pupil assessment and feedback ➤ Transition support Targeted approaches ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time Wider strategies ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown

Maths	In each year group the core skills and understanding that had already been taught prior to the lockdown were consistently reinforced during home learning and assessment on return of the children in the summer supported this view. However, not all children accessed the new material that had been taught in the run up to reopening school for all year groups, consequently, this impeded the application of understanding that was required to ensure that age related or greater depth standards were achieved by all children. In addition, many children did not secure as much progress as we might have expected and the assessment in terms of competency and confidence is not as secure as it would have been if the children were in school throughout as normal. However, as all classes did return to school at the end of the summer term, almost all children had at least been in school for four weeks. Therefore, the teachers had a good understanding regarding the achievement of their class and were able to share this in detail during transition with receiving teacher. This means units of work for the autumn were adapted to the precise needs of the class.
Writing	
Reading	
Social and Emotional	Due to the breadth of practical support put in place during the lockdown and because almost all children returned before the summer, we did not have the number children with additional socio emotional needs that we had anticipated we might. However, children who had already been receiving support either at intervention or therapy level, had that service interrupted and even if it could continue on line it was not as impactful as when delivered face to face.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and related whole-school strategies

Desired outcome	Chosen approach	Impact (once reviewed)	Staff lead	Review date?
Quality first teaching for all so that staff are confident, subject knowledge is comprehensive and planning is well matched to need. Assessment is used effectively to identify need and to evaluate impact and progress. Consequently, differences in achievement are narrowed.	Trauma, safeguarding training, and curriculum training for all staff in preparation for July and September 2020. £2500	Shared vocabulary and approach embedded across school	Head / Deputy	Oct 2020
	Core subject training staff to understand and carryout consistent non negotiables for their subject areas to ensure a consistent approach that is proactive in addressing learning needs. £5000		Middle leaders	January 2021
	Access to high quality online training that individuals, groups and whole staff can access to continue professional development and especially focused on Intent, Implementation and Impact of curriculum to ensure it closely meets the actual rather than perceived needs of the children. £2800		SLT (CL)	March 2021
	Additional leadership capacity to monitor quality of learning and analysis assessment in a timely manner. £5000		Head	On going
Supporting remote learning so that there is equity of access for all, and learning is commensurate with in school study when individual or whole class is self-isolating.	Purchase of Learning Platform – See-Saw to support teachers to manage remote learning and for all pupils to be able to actively engage with a respond to work set. £2000 Ensuring staff have technology to deliver remote learning to the desired standard and quality of remote learning. £11340		Deputy	April 2021
Transition support to ensure confidence and precise learning needs are identified.	Additional cover provided in summer 20 for YR and Y6 staff to support transition / hold meetings. YR time to plan for induction. £1000	Induction went smoothly and intervention plans were established earlier in the term than would usually be the case.	Head	Oct 2020
Total budgeted cost				£29640

ii. Targeted Support

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
1-to-1 and small group tuition to target more able pupils who could achieve greater depth and not	National Tuition Programme x 1 day a week 1:3 targeted primarily at 30 PP children. (Potential to double capacity if impact is positive in Feb 2021) £1350		Middle leaders (LB/SB)	July 2021

currently on track to do so and pupils who are not on track to be as secure as they should be at expected.	Additional Teacher Support – Y6, 4 x ½ days to strategically target individuals / small groups to diminish differences and ensure accelerated progress in Reading, writing and maths. £5000 Additional Teacher Support – Y2 5 x ½ days to strategically target individuals / small groups to diminish differences and ensure accelerated progress in Reading, writing and maths. £7600		SLT (MP)	March 2021
Reception Year Early Language Programme to diminish differences in communication skills.	Nuffield Programme where 20 hours training completed by 2 x TAs and then delivered to 20 children for 20 weeks. £2500		SLT (SE)	July 2021
Teaching Assistants and targeted Intervention programme to diminish differences in phonics in Y1, reading, writing and maths in Y3, Y4 and Y5. Additional TA providing intervention in mathematics and writing in YR.	2.5 hours a week additional TA x 2 Y1 - £2028 25 hours a week additional TA x 1 – £14600		SLT	On going
Resources for Y6 to complement in school and small group support.	Packs for all pupils in Y6 £600		SLT (MP)	July 2021
Total budgeted cost				£32328

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Supporting parents/carers with behaviour management and positive promotion of social and emotional needs at home.	TA provision of Online training opportunities for parents (doubled usual provision.) Additional cost: £300		TA / SENDCO	April 2021
Ensuring access to technology enabling all learners equal access to the provision:	Applications for DFE provision of laptops and Broadband connection.		SBM	July 2021

Supporting pupils' social, emotional, and behavioural needs	Additional Play Therapy provision to allow for current offer to continue whilst expanding for other children given current circumstances. £4,500 Introduction of new PSHE resource £395			
Total Budgeted cost				£5195
Total budgeted cost				£67163
Cost paid through Covid Catch-Up				£31040
Cost paid through charitable donations				/
Cost paid through school budget				£36123