

Grange Farm Primary School

Coronavirus COVID-19

Catch-Up Premium



GRANGE FARM
Primary School
Inspire, achieve, flourish

Introduction

In the Summer 2020, the government announced £1 billion of funding for schools to support children in catching up on learning lost as a result of the Coronavirus COVID-19 pandemic.

This £1 billion is split into two parts:

- A one-off universal (all schools and children) £650 million catch-up premium
- £350 million for a National Tutoring Programme to support the children and young people that need it most

You can read more about the government's strategy by clicking [here](#).

What this means for Grange Farm

The eligibility criteria being used means that, at Grange Farm, we will not receive any significant (if any) support via the National Tutoring Programme.

However, we will receive £33,100 additional funding to support our children in catching-up with any learning lost as a result of the pandemic.

This is a significant amount of additional money and we have a responsibility to ensure that we use it well in order to have the greatest possible impact for our children.

One possible approach would be to spend it on one-to-one tuition for each child. However, this would mean limited time for each child in school – a relatively small amount of support when compared to the potential impact of the pandemic on some children's learning.

Instead, we are planning on using the Catch-Up Premium in a far more layered and holistic way. This is in line with the advice from the Education Endowment Fund whose research and advice the Department for has directed us to consider ([see here for more information](#)).

Our Principles

- Catch-up Premium is additional funding – it will be spent on strategies and support over and above our usual planned spending
- Catch-up Premium will be spent according to social and academic needs identified following the children's return to education from September 2020
- Catch-up Premium will be spent on newly arising issues caused by the pandemic (or where existing issues have clearly been exacerbated by the pandemic)

- We will continue to review our plan as the year progress (for example, in the context of the national lockdown in January 2021).
- Some Catch-up Premium will focus on strategies to support individual pupils whereas some will support broader groups (e.g. small groups within classes, whole classes, whole year groups and whole school)
- Catch-up Premium will be spent on specific and clearly outlined approaches and strategies which have clear success criteria where at all possible (e.g. for larger scale projects it may be difficult to unpick the impact of this support where combined with other strategies)
- Catch-Up Premium will be targeted towards year groups based both on the amount of time remaining at Grange Farm (e.g. this is a short time for Year 6) and the level of need identified within that cohort over time

Breakdown of Actions

Activity / Strategy (including cost)	Intended audience (and how they have been identified)	Success Criteria and Timeframe	Monitoring and Review
Increased funding for school counsellor during through year (increasing from ½ day to full day sessions) - £3000	Children on waiting list identified through Pupil Progress Meetings with staff. Includes some children who have previously worked with counsellor where issues have re-emerged or become exacerbated during the pandemic	General feedback to individual governor as appropriate but confidentiality will need to be observed. To be undertaken throughout year.	Multiple children benefitted from regular counselling sessions during the year – additional time funded from school budget to continue into 2021/22
Additional teacher booster support in Year 6 – releasing class teachers to carry out targeted individual and group interventions. 6 x ½ day sessions for 7 weeks – £4200 (Typically this level of support begins during the Spring term in Year 6 – brought forward with the aid of Catch-Up Premium this year)	Individual children and groups identified by class teacher using teacher assessments and results from practice SATs style assessments. Also some increased opportunities for “incidental surgery style interventions”, picking up on development points (for any children) as they occur on an ongoing basis.	Up to end of Autumn term and we will look for some impact in work and data at this stage. May then need to consider increasing usual level of support through Spring and Summer terms as pupils prepare for end of Key Stage assessments and transition to Year 7.	No external assessment data available but internal monitoring and evaluation demonstrated very good progress in children’s work by the end of the year leading to attainment that compared well with a usual Year 6 cohort.

<p>Additional teacher booster support in Year 3 – releasing class teachers to carry out targeted individual and group interventions.</p> <p>2 x ½ day sessions for 7 weeks – £1400</p>	<p>Individual children and groups identified by class teacher using teacher assessment.</p>	<p>Up to end of Autumn term and we will look for some impact in work and data at this stage.</p> <p>Increased level of intervention could continue into Spring term</p>	<p>Attainment and progress data for end of Autumn term demonstrated some gaps but that these were less extreme than was the case at the beginning of the Autumn term. Internal monitoring and evaluation demonstrated very good progress in children’s work during this period.</p>
<p>Purchase of mental maths app licences (Numbots and Times Table Rockstars). New and different approach to enable catch-up on key skills in a way that can be supported at home as well as in school. £200 for one year’s subscription.</p>	<p>All children in Year 1 and 2 (Numbots) and all children in Years 3 to 6 (Times Table Rockstars).</p> <p>Intention is to provide practice activities to be available both in school and at home (in the event of remote learning).</p>	<p>Increased practice opportunities during remote learning and contribution to improved attainment in mental arithmetic (particularly times tables). Trial during Autumn term with some year groups and then expand in Spring/Summer.</p>	<p>Apps have been introduced across intended year groups. Still embedding but feedback from children/staff has been very positive.</p>
<p>Purchase of spelling app licence (Spelling Shed). New and different approach to support online progress for children working in school and those remote learning. £50 For one year’s subscription.</p>	<p>All children in Key Stage 2 and potentially also younger year groups.</p> <p>Intention is to provide practice activities to be available both in school and at home (in the event of remote learning).</p>	<p>Increased practice opportunities during remote learning and contribution to improved attainment in spelling. Trial during Spring term with some year groups and then expand in Increased practice opportunities during remote learning and contribution to improved attainment in mental arithmetic (particularly times tables).</p>	<p>App has been introduced across intended year groups. Still embedding – initial feedback from classes that have engaged has been very positive.</p>

<p>Additional support staff capacity in school to enable teachers to effectively support remote education - £8000</p>	<p>All children undertaking remote education. The context of the January 2021 national lockdown brought new challenge of further learning being “lost” where children were not in school – exacerbated at Grange Farm by relatively high proportion of children remaining in school. Enabling teachers to spend longer time committed to remote education reduced this effect.</p>	<p>Aiming to reduce loss of learning and progress during national lockdown period beginning January 2021. Success to be measured using attainment and progress data during remainder of academic year.</p>	<p>Assessment on return to school following the Spring 2021 lockdown has shown that remote education strategies were effective for many pupils. Where additional needs and issues have arisen, this has been factored into future plans for intervention.</p>
<p>National Tutoring Programme – partnership with Connex Education to support identified individuals and small groups £7000</p>	<p>Focussed support initially for identified pupils in Year 3, 4 and 5 (during Summer term 2021). This will be evaluated for further intervention in Autumn 2021 (with budget earmarked for this)</p>	<p>Summer 2021 initially – we will use data from the programme to evaluate success and make decisions about future direction</p>	<p>Completed during the Summer term 2021. External tutor working with groups of children from Year 3, 4 and 5. Relationships and engagement were positive but it was difficult to extrapolate progress (separate from other teaching & learning). Teachers’ feedback was that working with an external tutor created an additional barrier in terms of consistency of practice.</p>
<p>Individual and group support for more pupils across all year groups – flexible use of school staff (teachers and teaching assistants) £8500</p>	<p>Children identified through ongoing assessment – all year groups</p>	<p>Autumn 2021 and Spring 2022</p>	<p>Where support has been already taken place, teachers are confident that this has made a significant difference to targeted children’s progress. Further group and individual work will take place in</p>
<p>Contribution to purchase of Purple Mash (with a view to this being a remote learning tool) £1000</p>	<p>Potentially all children but in curriculum areas and phases identified by staff during remote learning periods (which would benefit during these periods and beyond).</p>	<p>Increase in quality of broad and balanced curriculum delivery.</p>	<p>Purple Mash has been successfully introduced as a curriculum tool. Further application for remote learning is under investigation.</p>

Monitoring and Review

- The governing body have taken on responsibility for monitoring and evaluating the impact of the spend of the Catch-Up Premium at Grange Farm Primary School.
- This will be treated with appropriate sensitivity as it will involve consideration of individual children's cases.
- The School's Senior Leadership Team will regularly review the effectiveness of the spending.