

## Catch-Up Premium Expenditure Plan September 2020 St Werburgh's CofE (VA) Primary

### 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**  
**St Werburgh's CofE (VA) Primary**

**Catch-Up Premium Expenditure Plan**

<b>School name:</b>	<b>St Werburghs CofE(VA) Primary School</b>
<b>Academic year:</b>	<b>2020-2021</b>
<b>Total number of pupils on roll:</b>	<b>310</b>
<b>Total catch-up budget:</b>	<b>£24,800</b>
<b>Completed by:</b>	<b>Ann Alton</b>
<b>Date of review:</b>	<b>14<sup>th</sup> December 2020</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.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
			£		
<b>Total spend:</b>			£		

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**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
To introduce and use a reading and spelling program 'Nessie' with targeted pupils	Reading and spelling progress is accelerated.	Children engaging with the program improve their reading and spelling ages by 1 year and 3 months over 13 lessons	£450 for use with 50 pupils	Lisa Dean	
<b>Total spend:</b>			<b>£450</b>		

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**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.]

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Small group phonics for Y2 pupils from 8.15am-8.45am 3 times a week Y2 pupils until Xmas then Y1 pupils	Pupils' phonic knowledge will increase. This will not only allow them to pass the phonic screening test but allow them to read more fluently and accurately thus allowing them greater access to the curriculum	At least 91% of Y2 pupils will pass their phonic screening test and 95% of Y1 pupils will pass their phonic screening test in May	<b>£7,308</b>	Suzanne Dent Lisa Dean Christina Proudler	
1:1 reading with Y2 20% readers 3 times a week	Pupils stamina, accuracy and fluency in reading will increase	More pupils will reach the expected standard of reading at the end of KS1. Prediction 84% at EXS or above			

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In-class support for Y2 pupils in maths 3 times a week	Pupils will have direct intervention at the time of teaching to address gaps and misconceptions	More pupils will reach the expected standard of maths at the end of KS1. Prediction 84% at EXS or above			
Pre/post teaching for targeted Y6 pupils in maths group of 15 2 times a week	Pupils fluency and reasoning skills will improve allowing them to achieve the expected standard in Maths at the end of KS2	More pupils will reach the expected standard in maths at the end of KS2. Prediction 89% at EXS or above.	<b>£11,897</b>	<b>Laura Dobinson</b> <b>Chantelle Grounsell</b> <b>Emma Gibson</b>	
Pre/post teaching for targeted Y6 pupils in maths group of 4 once time a week 8am-9am	Pupils individual maths misconceptions will be able to be addressed.  Pupils fluency and reasoning skills will improve allowing them to achieve the expected				

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	standard in Maths at the end of KS2				
Intervention group for Y6, Y5 readers and Y6 writers once a week to boost for the expected standard.	<p>Pupils will have opportunities to develop reading comprehension skills such as retrieval and inference and deduction</p> <p>Y6 pupils will have the opportunity for individual writing conferences covering vocabulary, subordinated clauses and spelling patterns</p>	More pupils will reach the expected standard/GDS in reading/writing at the end of Y5/KS2. Prediction 89% at EXS or above.	<b>£2,250</b>		
1:1 reading with Y3/4 once a week.	Improved recognition of common exception words and phonics will improve the accuracy and fluency of reading leading to improved comprehension skills	These pupils will reach the expected standard of reading at the end of the year. Prediction 84% at EXS or above.			

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To help pupils returning to school after Lockdown become re accustomed to the school routines and systems	2 pupils will feel secure/safe at school and will be in a good place to learn. A TA will be employed to introduce the zones of regulation, implement behavior systems recommended by the Ed Psych.	The 2 pupils concerned will be able to manage their behavior in lessons and around school.	TA for 10? weeks morning only £3,000	Mrs Barradell Learning Mentor and Lisa Dean SENDCo	
<b>Total spend:</b>			<b>£ 25,405</b>		

**Wider support**

[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
			£		

Total spend: £

### Summary report

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

Additional staffing hours dedicated to in-class support and intervention work with pupils identified as requiring catch up support will ensure pupils reach expected standard as a minimum despite the learning lost during the period of school closure. Those pupils who are targeted with behaviour support will be able to quickly reintegrate into school life and access learning successfully.

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

**Parents:**

Newsletter and information contained within reports  
Information on additional support provided to pupils given at parents' evenings.

**Governors:**

Additional agenda item throughout 2020/21 academic year

**Staff:**

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Staff meetings

Attainment and progress meetings.

Final comments

Final spend: **£25,405**

Approved by Local Governing  
Body:

**3<sup>rd</sup> December 2020**

Submitted to DDAT:

**3<sup>rd</sup> December 2020**

Approved by DDAT:

**4<sup>th</sup> December 2020**