



# Catch-Up Premium Strategy

## George Fentham Endowed School

Summary information					
<b>School</b>	George Fentham Endowed School		<b>Date</b>	Revised March 2021 – Mrs J Gaughan Headteacher	
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b> Calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Reception through to Year 6.	<b>TOTAL: £15,030</b>	<b>Number of pupils on roll</b>	224
			<ul style="list-style-type: none"> <li>• Autumn payment £4,080</li> <li>• Spring payment £4,418</li> <li>• Summer payment £6,532</li> </ul>	<b>Number of pupils eligible</b>	196

### Guidance

Refer to:

- Guidance Catch Up Premium updated 24 February 2021 (DFE)

Use of Funds	EEF Recommendations
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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 great 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

**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 whole-school strategies**

Approach	Actions	Desired Outcome	Assessment / Impact (once reviewed)	Staff lead	Review date
<p><b>Building Learning Power (BLP)</b></p> <p>To support and develop children's resilience, through the BLP Capacities of:</p> <ul style="list-style-type: none"> <li>• Perseverance</li> <li>• Managing distractions</li> <li>• Listening</li> <li>• Being absorbed</li> </ul>	<ul style="list-style-type: none"> <li>• To raise the profile of BLP throughout school as a focus for developing a wide range of good and lifelong learning behaviours.</li> <li>• To introduce / revise "resilience" as a BLP behaviour, age appropriately.</li> <li>• To introduce / revise the 4 capacities, deepening children's understanding of what these capacities are and how they can be successfully used to support resilience.</li> <li>• Provide new BLP resources to all teachers to support this work.</li> <li>• Plan opportunities and encourage children to demonstrate these capacities to develop their resilience and good learning behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff and pupils have a shared language to discuss learning.</li> <li>• Children are able to use a range of BLP capacities to develop and support resilience in their learning and everyday life.</li> </ul>		JG / LS	Summer 2
<p><b>Reading Assessment</b></p> <p>New reading assessment resources to support accurate assessment. Outcomes used to support the identification of children who would benefit from additional reading catch-up. (Years 2-6)</p>	<ul style="list-style-type: none"> <li>• New national test style standardised reading assessments purchased.</li> <li>• Subject Leader to provide training to teachers on how to administer assessments, mark and analyse to provide individual and class level data to support teacher assessment.</li> <li>• Outcomes from assessments to support identification of children for inclusion in Catch-Up intervention groups (see section ii).</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessment is further supported by the use of a standardised reading assessment.</li> <li>• Reading assessment is accurate and supports teachers in identifying "gaps" in reading skills and which children would benefit most from reading catch-up.</li> </ul>		SBr English Subject Leader	End of Summer 1
<p><b>Specialist Speech and Language Support</b></p> <p>School to employ a Speech &amp; Language Therapist to support identified children and to provide</p>	<ul style="list-style-type: none"> <li>• Class Teachers and SENCo to identify children for immediate referral. Priority to be given to EYFS children.</li> <li>• Individualised programme of support to be delivered by Speech &amp; Language Therapist.</li> </ul>	<ul style="list-style-type: none"> <li>• Children receive high quality specialist support leading to good progress.</li> <li>• Staff are more knowledgeable and confident in distinguishing between</li> </ul>		BM SENCo	On-going End of Summer 1

<p>training to staff. Summer Term 2021.</p>	<ul style="list-style-type: none"> <li>• Training to be provided to EYFS staff to enable them to deliver high quality speech &amp; language support and intervention.</li> <li>• All work to be undertaken in partnership with parents / carers.</li> </ul>	<p>developmental delays and Speech &amp; Language difficulties.</p> <ul style="list-style-type: none"> <li>• Staff develop their own knowledge and skills to successfully deliver a range of high quality Speech &amp; Language interventions.</li> <li>• Parents are provided with information and advice to support children at home.</li> </ul>			
<p><b>Speech &amp; Language:</b> 1 morning per week x 12 weeks = £2000</p> <p><b>Reading Assessment:</b> £475</p> <p><b>BLP Resources:</b> £254</p>					<p><b>TOTAL</b></p> <p><b>£2729</b></p>

ii. Targeted approaches					
Approach	Actions	Desired Outcome	Impact (once reviewed)	Staff lead	Review date
<p><b><u>1:1 and small group tuition</u></b></p> <p>Class teachers (Year 1 to 6) to provide 1:1 and small group tuition for one morning a week over the summer term in:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• SPAG</li> <li>• Phonics</li> <li>• Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers to analyse work completed over lockdown, work that has been returned to school after lockdown and a range of informal assessment opportunities (4 weeks) to complete an English and Maths Catch-Up Strategy Baseline Grid by Monday 29<sup>th</sup> March.</li> <li>• This grid will be used to <b>prioritise the objectives which identify the most significant gaps in pupils' knowledge and the most critical content for progression.</b> Each child will be assessed against these objectives.</li> <li>• Using the above information, teachers will complete the Catch-Up Intervention proforma for reading, writing, SPAG, phonics and Maths. This will identify which children need 1:1 and small group support and which objectives need to be covered to close gaps.</li> <li>• Evaluations will be recorded after each session to evidence accelerated progress and inform next steps.</li> <li>• Children to be targeted are those that did not complete work during lockdown (gaps in learning) or completed work but did not achieve the objectives (lowest 20%).</li> <li>• This intervention will provide additional support to Pupil Premium children, where applicable.</li> </ul> <p>This provision will be reviewed and extended in to the autumn term as it had to be suspended in spring 2 due to COVID-19 Lockdown 3 (5<sup>th</sup> January 2021 to 8<sup>th</sup> March 2021)</p>	<ul style="list-style-type: none"> <li>• Children receive 1:1 and small group tuition, from their own class teachers, to close the most significant gaps in their knowledge and ensure they have the most critical content for progression in: <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Writing</li> <li>○ SPAG</li> <li>○ Phonics</li> <li>○ Maths</li> </ul> </li> </ul>	<p><i>"1: 1 and small group tuition delivered by qualified class teachers is likely to have the highest impact" (EEF).</i></p>	<p>JG / LMT</p> <p>Y1 LS Y2 SB Y3 CH Y4 SBr Y5 KK Y6 AE</p>	<p>Evaluation to be completed weekly and reviewed by LMT summer 1 and summer 2. See Planning proforma.</p>

<p><b><u>EYFS Reception</u></b></p> <p>Small group gross and fine motor skills targeted intervention: Ready Set Ride Bike programme (Youth Sport Trust), one hour per week, summer term.</p>	<ul style="list-style-type: none"> <li>• Teacher assessment used to identify children for this intervention.</li> <li>• TA to deliver weekly Ready Set Ride Bike programme and provide weekly feedback to class teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will have improved: <ul style="list-style-type: none"> <li>○ strength</li> <li>○ balance</li> <li>○ coordination</li> <li>○ stamina</li> <li>○ core stability</li> <li>○ confidence</li> </ul> </li> </ul>	<p><i>Research has highlighted a positive correlation between success in this and improved fine motor skills, reading and writing ability.</i></p>	<p>LSt LB RM</p>	<p>Summer 1</p>
<p><b>Cost for 1:1 and small group tutoring Y1-6:</b></p> <p>Average cost of an additional teacher per class for 1 morning a week to provide 1:1 and small group tutoring = £120</p> <p>6 Classes = £720 per week</p> <p>Summer 1 = £ 4320 Summer 2 = £4320</p> <p>SUMMER TERM TOTAL = £8,640</p> <p>AUTUMN TERM BUDGET ALLOCATION TO CONTINUE THIS PROVISION (6 weeks) = £3461</p> <p><b>Cost for small group fine motor skills targeted intervention EYFS:</b></p> <p>1 hour x 12 weeks = £200</p>					<p><b>TOTAL</b></p> <p><b>£12301</b></p>

iii. Wider Strategies					
Approach	Actions	Desired outcome	Impact (once reviewed)	Staff lead	Review date
<p><b>Child Mentor</b></p> <p>To provide social, emotional and mental health support to individual children for a wide variety of reasons, including the impact of COVID-19 and lockdown.</p>	<ul style="list-style-type: none"> <li>• Staff to refer children to Child Mentor following return to school 8<sup>th</sup> March 2021 if they have any concerns about a child's mental health and well-being.</li> <li>• Child Mentor to discuss concern with staff and arrange to see child to offer support.</li> <li>• Child Mentor to provide regular feedback to class teachers and where necessary DSL, SENCO and HT.</li> <li>• Child Mentor to liaise with parents if appropriate.</li> </ul>	<p>Children are well supported with their own social, emotional and mental health and are able to access school life and the curriculum fully.</p>			Summer 2
<p><b>Child Mentor time 1 morning per week (minimum) 2021/22 = £4,655 FUNDED THROUGH SCHOOL BUDGET</b></p>					
			<b>Total budgeted cost</b>		
			<b>Cost paid through Covid Catch-Up</b>	<b>15030</b>	
			<b>Cost paid through donations / school budget</b>	<b>£4,655</b>	