



CATCH UP PREMIUM OVERVIEW

The Catch-Up Premium sits alongside the Pupil Premium Funding and should be read in conjunction with the Recovery curriculum, School Improvement Plan and the Pupil Premium Funding Strategy Document

**OCTOBER
2020
Impact
review:
JULY 2021**



Background and Rationale

What is Catch-Up Premium?

Catch-Up Premium is available to all pupils from Reception to Year 6 for this academic year only in response to the Covid-19 pandemic and is directed to schools to provide additional support to “help all pupils make up for lost teaching time”.

The Government state that, “it is likely that disadvantaged and vulnerable groups will have been hardest hit.”

Information:

Catch-Up Premium funding is allocated for this year only and is assigned on a per pupil basis, with all mainstream schools receiving £80 per pupil from Reception upwards. School will receive 3 payments across the academic year. It is anticipated that St Philip's will receive approximately £15,000. This is subject to change due to numbers of children moving or arriving in-year.

The Government state that, “Schools have the flexibility to spend their funding in the best way for their cohort and circumstances” but that it must be used for “specific activities to support their pupils to catch up for lost teaching over the previous months”.

The Government have recommended a number of possible uses of the funding, linked into research by the Education Endowment Foundation (EEF). The focus for these is on the following:

- National Tutoring Programme
- The 5 to 16 Programme – including Tuition partners and academic mentors
- The Reception Year Early Language Programme – Nuffield Early Language Intervention (NELI)

Governance:

Governors must hold school leaders to account for “how this money is being used to achieve [the Government's] central goal of getting schools back on track and teaching a normal curriculum as quickly as possible”.

It is expected that Governors “scrutinise school s' approaches to catch up from September” which should be open and transparent to all stakeholders and in line with school priorities.

Ofsted will also ask about how the funding is being used to support this as part of their inspection visits this year.

School Position and Review:

School leaders have been reviewing the information available through the EEF and have considered the recommendations laid down by the Government and within the toolkit. These recommendations have been reviewed alongside school improvement priorities, school context and the assessments (both formative and summative) made during the first half of the Autumn Term.

They have reviewed current practice in line with the documentation and guidance to identify where additional provision is required to meet needs. School reviewed the recommendations and has made decisions based on the context of school.

Below is an overview of the review of Government recommendations and school rationale for decisions made.

National Tutoring Programme

St Philips was involved in the pilot for this in the academic year 2018-2019. This is a high cost intervention that can see positive results, identified in the EEF as a +5 months gain. The evidence stated by the EEF is "consistent and strong" with "effects on pupils from disadvantaged backgrounds also [tending] to be positive". School is able to use the funding to subsidise the costs of this intervention.

Here at St Philip's, school staff noted that this kind of intervention needed to be managed carefully.

In the 2018-2019 academic year, whilst there was impact on outcomes for pupils in terms of their achievements in SATs, school leaders identified some limiting factors to this intervention:

- School's own classteachers were more equipped to provide direct and immediate classroom intervention to impact on pupils with targeted work throughout the school day.
- Quality of teaching may not be consistent when being delivered by an external agency.
- External providers do not have a working knowledge of school and the pupils they are working with.
- Timing and preparing work for the external providers was additional workload for the classteacher.
- Timetabling of interventions meant that the curriculum was not broad and balanced for all pupils, with some children missing out on other aspects of the curriculum, leading to some disengagement – particularly when they were missing learning that they enjoyed or was an area of strength.

Academic Mentoring Programme

School leaders recognise the importance of mentoring for pupils, particularly following the lockdown. This is an area that is a focus for school and had been prior to lockdown with the involvement of the TLG mentors, Play Therapy, Art Therapy and the accessibility of the Pastoral Team.

This is a high cost intervention but has a significant impact on pupils' attitudes to learning and, subsequently, impacts on outcomes.

During the pilot of the tutoring programme in 2018-2019, academic mentoring was included and regular sessions were available to targeted pupils. There was a positive impact on pupils' self-esteem and self-belief in the vast majority of cases.

Early Language Programme

School staff recognise and have prioritised Early Language for a significant number of years, recognising the limiting factors of poor language on pupil outcomes later in life.

School have a number of programmes and support packages in place for this, budgeted and timetabled carefully to support pupils in Early Years and Key Stage 1.

The cost of Early Language programmes is high but is prioritised across school to promote improved outcomes for all pupils.

School currently make use of:

- WellComm assessments across Phase 1
- SALT Buy in for pupils across Early Years and Key Stage 1 (enhanced)
- Core SALT provision
- REAL project across Early Years
- CPD and interventions supported by Teaching Assistants (trained by Speech Therapists)
- Specialist Staff support (from within the Language Resource)
- ELKLAN strategies and Communication Friendly Status

What does this mean for school?

School leaders have considered these recommendations alongside recommendations from the EEF Toolkit and school assessment to determine the spending plan.

School leaders have identified key areas that will form the plan for catch-up and which will incorporate the Catch-Up Premium funding alongside Pupil Premium funding:

- **Feedback:** particularly how this can be done when pupils are online
- **Mastery Learning:** with a focus on Maths and consistency of approaches
- **Metacognition and self-regulation:** particularly in relation to self-esteem and self-confidence as well as linking to home learning discipline
- **One-to-One tuition:** with a focus on how existing staff can be deployed
- **Oral Language Interventions:** focus on Year 1 as they did not complete the Reception year
- **Reading Comprehension Strategies:** CPD for staff on effective strategies and the impact of the home reading activities, provided by subject leads in the first instance

(Please see EEF Teaching and Learning Toolkit)

Feedback High impact for very low cost, based on moderate evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+8
Mastery learning Moderate impact for very low cost, based on moderate evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
Metacognition and self-regulation High impact for very low cost, based on extensive evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+7
One to one tuition Moderate impact for high cost, based on extensive evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
Oral language interventions Moderate impact for very low cost, based on extensive evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
Reading comprehension strategies High impact for very low cost, based on extensive evidence.	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6

Current planned actions and rationale (linked to government recommendations and EEF research): OCTOBER 2020

Planned Action	Gov Link	EEF Link	School Improvement Priority	Total Cost to School	Catch Up Premium	Pupil Premium	Budget	Key Staff	Expected Impact
Release Deputy Headteacher to provide additional targeted interventions across Phase 3 and additional in-class support.	Tutoring Programme	One-to-One Tuition Feedback	2019-20 Priority 3 and 4: To raise standards in reading To improve outcomes in Maths	20% of teaching time (with oncosts) £14,954.20 Total Salary with oncosts (£74,771)	Yes £7, 477.10 (10% teaching time)	Yes £7, 477.10 (10% teaching time)	Yes £59, 817 (remaining salary with oncosts)	BJ Phase 3	Children receive targeted intervention at the point of learning. Therapies are delivered to target gaps in learning. Staff are deployed effectively to impact on outcomes for all pupils. Lost teaching time is addressed. Disadvantaged pupils are well supported and progress is evidence in school work and assessment data.
Provide access to Mastery learning and consistency of lesson delivery to impact on interventions, therapies and online learning tools in Maths.	Tutoring Programme	Mastery Learning Metacognition and self-regulation	2019-20 Priority 3 and 4: To raise standards in reading To improve outcomes in Maths	Power Maths £6, 293	Yes £1, 152 (online resources)	No	Yes £5, 141 (Power Maths Resources and CPD)	KM KM-W All staff	CPD delivery (2.11.2020) ensures consistency of lesson delivery across school (Rec-Year 6) Online resources are utilised as part of home learning packages (through Google Classroom and Tapestry). Lost learning is addressed with visual representations, models and images. Increased % of pupils are working at their age-related expectations at the end of each term.
Improve access to technology throughout school.		Metacognition and self-regulation	Recovery Curriculum – accessible curriculum and blended learning	Additional 30 Chrome Books and 60 licences £17, 288	Yes £1, 148 (60 licences)	Yes £8,070 (30 additional chromebooks)	Yes £8,070 (30 additional chromebooks)	JK DL TI (RM) All staff	Children regularly access online platforms (Google Classroom/Clicker 8) at school and at home. Increased % of pupils access equipment to support learning at home and school. Pupils are well supported to engage with home learning.
Year 5 BOOST programme and Year 6 RESPECT programme	Academic Mentoring	Metacognition and self-regulation	Recovery Curriculum – pupil wellbeing	RESPECT Programme £600	Yes £600	No	No	BJ Phase 3 staff	Children develop coping strategies for resilience and self-esteem. Children are equipped to face key challenges.

									Children work with peers and role models. Children are able to articulate worries and concerns.
Introduce the Early Language Programme (NELI) in Reception and Year 1	Early Language Programme	Oral Language Interventions	Recovery Curriculum – early language	DFE Fully Funded (due to high % of disadvantaged children)	Eligible but not required Release time for staff training £1,800 approx	No	No	VT SD MR	Staff are trained to deliver the intervention. Outcomes in TALC and WellComm improve following additional NELI intervention. Outcomes in Reading improve.
BREAKDOWN FOR STRATEGY:				£39,135.20	£12,177.10	£15,547.10	£73,028		
TOTAL COSTS:				£100,752.20					

IMPACT STATEMENT: JULY 2021

Planned Action	Gov Link	EEF Link	SIP Priority	Expected Impact	Impact Statement – JULY 2021
Release Deputy Headteacher to provide additional targeted interventions across Phase 3 and additional in-class support.	Tutoring Programme	One-to-One Tuition Feedback	2019-21 Priority 3 and 4: To raise standards in reading To improve outcomes in Maths	Children receive targeted intervention at the point of learning. Therapies are delivered to target gaps in learning. Staff are deployed effectively to impact on outcomes for all pupils. Lost teaching time is addressed. Disadvantaged pupils are well supported and progress is evidence in school work and assessment data.	Year 6 pupils have been supported with transition and gaps have been identified in learning. This has been identified to support the children to prepare for the next stage of learning. Children's gaps in learning have been addressed; particularly in Maths. Specific objectives from assessment data were highlighted: <ul style="list-style-type: none"> - 100% of identified pupils can complete percentages problems - 100% of identified pupils are now able to complete column addition and subtraction - 100% of pupils identified as requiring support with place value are secure. 50% of the cohort are disadvantaged and 88% of this group received interventions. Year 5 pupils have now been identified and work has begun to address gaps in learning.
Provide access to Mastery learning and consistency of lesson delivery to impact on interventions, therapies and online learning tools in Maths.	Tutoring Programme	Mastery Learning Metacognition and self-regulation	2019-21 Priority 3 and 4: To raise standards in reading To improve outcomes in Maths	CPD delivery (2.11.2020) ensures consistency of lesson delivery across school (Rec-Year 6) Online resources are utilised as part of home learning packages (through Google Classroom and Tapestry). Lost learning is addressed with visual representations, models and images. Increased % of pupils are working at their age-related expectations at the end of each term.	Maths mastery resources have been used throughout the year to deliver in class and remotely. Children are engaging with a range of activities and other resources such as PiXL 3 in 3 have been well used to develop fluency and arithmetical accuracy. Year 2 children have made significant progress in Maths assessments since December: Y2 Arithmetic Dec: 36% Y2 Arithmetic June: 52% Y2 Reasoning Dec: 27% Y2 Reasoning June: 41% This data continues to be analysed against a PiXL cohort and the latest comparative data for all other year groups is due – July 7 th . The focus on reading has continued and children are more confident to discuss books. The Phonics data has remained stable indicating that this focus has meant that there has been “catch up” and this will continue next year to secure improved outcomes. Reading stamina is now a focus for all year groups as the assessment data indicates that children are unable to complete a reading paper or longer reading task.
Improve access to technology throughout school.		Metacognition and self-regulation	Recovery Curriculum – accessible curriculum and blended learning	Children regularly access online platforms (Google Classroom/Clicker 8) at school and at home. Increased % of pupils access equipment to support learning at home and school.	On average, 65-70% of each cohort accessed online learning – using Google and Seesaw platforms and engaging with the live Zoom sessions. For those families that were unable to access, 15% of the school population required paper based tasks and this was tailored to the needs of these pupils.

				Pupils are well supported to engage with home learning.	Online sessions supported pupils to engage and complete tasks. Blended learning has continued in school to ensure that all children have accessed remote sessions and skills are in place. These are skills for life as well as for lockdown.
Year 5 BOOST programme and Year 6 RESPECT programme	Academic Mentoring	Metacognition and self-regulation	Recovery Curriculum – pupil wellbeing	Children develop coping strategies for resilience and self-esteem. Children are equipped to face key challenges. Children work with peers and role models. Children are able to articulate worries and concerns.	The Boost and RESPECT programmes have been well received by the children in UKS2. The children have discussed coping mechanisms and ways to encourage and support each other. The children are beginning to demonstrate these traits around school. RESPECT will continue next year for Year 6 (current Year 5) In addition to these programmes a further session on Mental Health and being Mental Health Champions was also delivered - £495 for the day (June 2021). The children were able to discuss their emotions and share their ideas effectively.
Introduce the Early Language Programme (NELI) in Reception and Year 1	Early Language Programme	Oral Language Interventions	Recovery Curriculum – early language	Staff are trained to deliver the intervention. Outcomes in TALC and WellComm improve following additional NELI intervention. Outcomes in Reading improve.	NELI training has been completed and groups have begun. The NELI programme is now half way through. Outcomes in TALC are being reviewed and further interventions are needed next year to support catch up in these areas. The % of children working at Blank levels 1 and 2 have improved but the progress at Levels 3 and 4 has been limited. Speech and Language support will be a focus for Years 1 and 2 for catch up and the use of the interventions timetabled to impact on speech and language development. A focused approach to each intervention is being planned to build on the work of these interventions.