

Lunt's Heath Primary School



Catch Up Grant Strategy 2020-21

The 'Catch Up' Funding has been allocated to schools to support children to 'catch up' following absence as a result of school closures during the Covid-19 Pandemic. The table below details the amount that has been allocated to Lunt's Heath Primary School for one academic year in order to support all children. Working alongside Governors we have identified key strategies across all phases to support children to catch up quickly.

Additional funding sources have been identified to support this strategy.

Academic Year	2020-21	Total Catch Up Funding	£32,560
Additional Income	£40,601 from Pupil Premium	Pupil Premium + Catch Up	£73,161
Total No on Roll	407	No of PP children 9.8%	Reception – 5 Year 1 – 3 Year 2 – 5 Year 3 – 4 Year 4 – 7 Year 5 – 10 Year 6 – 6

1 Teaching

Quality First Teaching for ALL pupils focused on assessment and closure of gaps, rapid acceleration back to levels pre lockdown

- A broad and engaging curriculum that places cultural context, retrieval practice, formative and rich summative assessment as a priority
- Support with sustained CPD, ensuring subject specific where necessary
- Support student knowledge through effective use of Knowledge Organisers
- Frequent MAPs to ensure all students, particularly the disadvantaged, experience success and celebrate acquisition of knowledge
- Evidence informed CPD for teachers and support staff
- Whole school literacy focus with emphasis on reading and oracy.
- Regular subject planning and faculty meetings
- QA that actively supports curriculum development



2 Targeted academic support

Additional Support – Home Learning, Booster in school

- Technical support
- PPI / catch up timetable
- Year 11 compulsory Breakfast clubs and lesson 6
- Interventions
- Deployment of TAs
- RAP meetings / Pupil Progress meetings
- Deployment of cover supervisor within lessons

3 Wider strategies

Catch Up sessions – additional and extra support for pupils where gaps are large, little or no work completed during lockdown. These will need to be after school, possible weekends, possibly additional tutors or resources

- Daily breakfast available for all
- Close link with PP strategy
- Attendance team support
- Pastoral team support

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Planned Expenditure 2020-21					
Desired Outcome (SDP Link)	Cost	Chosen Action / Approach	Evidence for the choice (EEF Toolkit & School Evidence)	Staff Responsible	IMPACT
1: A clear strategy for Catch Up is established so that children across the Key Stages recover quickly and make good progress. (SDP 2 & 3)	£850 (staff time)	1:1 Quality First Teaching (essential elements / Feedback Strategy / learning links) Amended curriculum design Focus on key subject knowledge all subjects Focus on key Maths and Literacy Objectives (QLA) Increased focus on Reading and Number (additional sessions) Review homework to consolidate learning and build extensively on basics and retrieval Build back fluency – fast recall and retrieval tasks	EEF – COVID 19 Support Pack for Schools + Teaching and Learning Toolkit Teaching and Whole School Strategies <ul style="list-style-type: none"> Supporting great teaching Transition Support Pupil Assessment and feedback (high impact/low cost) Targeted Support <ul style="list-style-type: none"> 121 small group tuition (moderate impact for moderate cost) Intervention Programmes Extended school time Wider Strategies <ul style="list-style-type: none"> Supporting parents and carers Summer support Access to technology (digital technology – moderate impact for moderate cost) 	AW / HP / RF	Quantitative: Progress from T1 → T2 summative assessments; in EYS progress against T1 baseline Teacher movement across the TDF steps (evidenced)
	£350	Reading Strategy (RWI / whole class read / R+) PPI / PP supervision Staff CPD (Maureen Hints)			Qualitative: Pupil voice What qualitative improvements are noticeable?
	£705 (staff time)	1:2 Use summative data to identify early those children falling behind and deliver personalised programmes Establish a programme of intervention and when it will be delivered – phonics, reading, maths, GAPS			Improvements in the quality of teaching / leaning and pupil outcomes.
£180 (staff time)	1:3 Analyse attendance supporting individuals and classes with sporadic or <90% attendance - PP - SEND	Quality Assurance whole school and within key stages Lesson observations Learning walks Book scrutiny Outcomes compared to historic and in year data. Governors to receive a summary evaluation of			

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	<p>£1220</p> <p>£5000</p> <p>£260</p> <p>£500</p> <p>£20,865</p>	<p>1:4 Homework books CGP</p> <p>Intervention for designated groups</p> <ul style="list-style-type: none"> - PP - SEND - EAL <p>1:5 Package of speech and language support including EAL (Chatterbugs)</p> <ul style="list-style-type: none"> - Rec - Year 1 <p>1:6 SLT Intervention for Year 6 and extra-curricular intervention / booster</p> <p>Strategic use of ICT, software packages and available devices</p> <p>Purchase Testbase</p> <p>Purchase of additional resources – RWI spelling, Number Stacks, Rising Stars Shine package</p> <p>1:7 KS1 Teacher – two terms KS2 Teacher – two terms Y5 additional teacher summer term</p>		<p>AW / HP / RF / AMo</p> <p>AW / HMo / AMo</p> <p>AW / HP / RF / MC</p> <p>AW / HP</p>	<p>the impact on a termly basis.</p>
<p>Priority 2: Quickly re-establish learning culture and ethos so that norms and routines are in place so that students catch up quickly and behaviour, attendance and progress are not unduly affected. (SDP 2 & 3)</p>	<p>£425 (staff time)</p>	<p>2:1 Raise class teachers and TA support levels to enable QFT</p> <p>Enhance PSHE curriculum delivery (Jigsaw)</p> <p>Safeguarding Interventions, Support, Supervision</p>		<p>AW / HP / RF</p>	<p>Engagement in lessons ATL and BFL</p> <p>Student Voice</p> <p>Feedback from external</p>

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	£850 (staff time)	Remote assemblies 2:2 Increase the volume of support for SFC / ELSA / anger management / well-being		HP / AMo	agencies
SDP Priority 3: Establish 'new routines' for the current situation and ensure a strategy for 'remote and home learning' is in place should a closure occur. (SDP 2 & 3)	£200 (staff time)	3:1 Remote Learning Plan Modified teaching to develop independence / learning skills		HP / AMo	Access to remote learning Staff and student voice Parental feedback
Priority 4: SEMH (SDP 1)	£600 (staff time)	4:1 Personalised support packages for children identified with additional behaviour needs		HP / core team	
	£600 (staff time)	4.2 Personalised support packages for children identified with additional SEMH needs		HP / core team	

References

EEF - Coronavirus (COVID19) Support Guide for Schools

EEF – School Planning Guide

EEF – Teaching and Learning Toolkit

National Tutoring Programme

- a [5 to 16 programme](#) that will make high-quality tuition available to 5 to 16-year olds in state-funded primary and secondary schools from the second half of autumn term 2020

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- a [reception year early language programme](#) that will make training and resources available at no-cost to schools where additional targeted support for oral language would be particularly beneficial