



Catch-Up Premium Plan

Summerfield School

Summary information

School	Summerfield School				
Academic Year	2020-21	Total Catch-Up Premium	£15,680	Number of pupils	336

Guidance

What catch-up funding is for

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. This funding 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
- a £350 million [National Tutoring Programme](#) to provide additional, targeted support for those children and young people who need the most help, which includes:
 - a schools programme for 5 to 16-year-olds – for more information, see the [National Tutoring Programme FAQs](#)
 - a [16 to 19 tuition fund](#)
 - an oral language intervention programme for [reception-aged children](#)

Eligibility

The followings settings are eligible:

- primary, secondary and all through local authority-maintained schools, academies and free schools
- local authority-maintained special schools
- special academies and free schools
- special schools not maintained by a local authority
- pupil referral units
- alternative provision (AP) academies and free schools
- local authority-maintained hospital schools and academies
- independent special schools

We will provide funding to local authorities for pupils with education, health and care (EHC) plans who are educated in independent special schools based on the number of such pupils in their area.

Funding allocations

School allocations will be calculated on a per pupil basis.

Mainstream school will get £80 for each pupil in from reception to year 11 inclusive.

Special, AP and hospital schools will get £240 for each place for the 2020 to 2021 academic year.

We have applied additional weighting to specialist settings, recognising the significantly higher per pupil costs they face. A typical primary school of 200 pupils will receive £16,000 while a typical secondary school of 1,000 pupils will receive £80,000.

Payment schedule

Schools will get funding in 3 tranches.

1. Autumn 2020 – this is based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority.
2. Early 2021 – based on updated pupil and place data. This payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds.
3. Summer 2021 term - a further £33.33 per pupil or £100 per place.

How funding allocations are calculated

For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census. For special, AP and hospital schools, we will use:

- 2019 to 2020 academic year place numbers from the published local authority 2019 to 2020 financial year budget returns for local authority-maintained schools
- the published high needs place numbers for the 2020 to 2021 academic year for academies and special schools not maintained by a local authority

Similar to the [pupil premium](#), schools should use the sum available to them as a single total even though funding is calculated on a per pupil or per place basis. Funding will only be available for the 2020 to 2021 academic year and will not be added to schools' baselines in calculating future years' funding allocations.

Accountability: school leaders and governors

School leaders must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure.

Governors and trustees should scrutinise schools' approaches to catch-up from September 2020, 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.

Monitoring by Ofsted

Ofsted will visit some schools during the autumn 2020 term to discuss how they are bringing pupils back into full-time education. These discussions may include plans schools have to spend their catch-up funding. Ofsted may resume routine inspections from January 2021 although the exact timings are being kept under review.

When routine inspections restart, Ofsted will make judgements about the quality of education being provided and how school leaders are using their funding and catch-up funding to ensure the curriculum has a positive impact on all pupils.

There's further information on monitoring and inspections in the [actions for schools during the coronavirus outbreak](#).

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 curriculum expectations for the next academic year in [actions for schools during the coronavirus outbreak](#).

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education. 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.

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 and supporting case studies to highlight effective practice.

EEF Recommendations

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

Identified impact of lockdown

Mental Health and Wellbeing	Many children and their families have suffered during both lockdowns, particularly during the winter months, due to a number of factors. Some families live in flats with no outdoor space whilst parents have had to continue working without a network of support. This has led to children experiencing a lack of boundaries and even greater isolation. Incidents involving safeguarding and neglect have risen since returning in March. Children's emotional wellbeing and resilience have suffered.
General	Using Teams to teach live daily during the second lockdown has had a positive impact. 92% of children were either online or in bubbles each day. Differentiation and the ability to feedback in a timely fashion restricted progress compared to in class teaching. Returning to school in 'bubbles' still restricts the way we would like to teach and learn. The flow of a child's learning journey has been significantly interrupted and both staff and children need to be supported to return to the <i>Summerfield way of working</i> .
Maths	Specific content has been missed leading to gaps in learning and stalled sequencing of learning journeys. Remote Maths learning was successful for those children working at ARE or above but was particularly difficult for those with SEND or those with gaps already due to mobility. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in formative and summative assessments.
Writing	Children have lost essential practising of writing skills. The lack of writing opportunities and ability to plan and edit effectively has led to a lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however, those who evidently didn't write much will have to work hard to improve their writing stamina and their motivation. Early writers have not been able to improve their handwriting and older children have lost the well presented style they had begun to use regularly.
Reading	Children accessed reading during lockdown if encouraged to do so by their parents. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected. Year 1 are further behind than any other year group.
Non-core	There are now significant gaps in knowledge – whole units of work have not been taught fully meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g., trips, visitors and powerful curriculum moments / immersion lessons.

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

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>Writing and the foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths.</p> <p>Reading is at the core of successful learning across the curriculum. It will meet the needs of all learners, children will be motivated to read and early teaching of reading will be effective for the vast majority of learners.</p>	<p><i>Purchase the Sonar Curriculum to support the sequencing of learning in year and across the primary phase.</i></p> <p style="text-align: right;">(£1000)</p> <p><i>Purchase Rekenrek sets for Lions class to trial with the intention of rolling out to Middle Learning Phase next year if successful.</i></p> <p style="text-align: right;">(£400)</p> <p><i>Purchase Accelerated Reader to motivate children, provide support for reading at home and to aid accurate assessment and next steps for children in Years 2-6.</i></p> <p style="text-align: right;">(£4,000)</p> <p><i>Retrain all relevant staff in Read, Write, Inc. ready for September 2021.</i></p> <p style="text-align: right;">(£3,400)</p>	<p>Initial training of staff complete and one half term taught. Wider curriculum adapted now to cover progression of knowledge, vocabulary and skills in all areas.</p> <p>Rekenrek have had a positive impact but the cost does not justify larger roll out. Teacher to continue to use in Year 3 where largest gaps are.</p> <p>Good impact on reading when teaching was via remote learning. Staff trained and children understand model. Baselines set so keep tracking now for impact into new school year.</p> <p>All EYFS, KS1 and LKS2 staff trained and teach with fidelity to scheme. Progress good.</p>	<p>IF</p> <p>MR</p> <p>KK</p> <p>RD</p>	<p>Initially Jul '21</p> <p>Jul '21</p> <p>Dec '21</p> <p>Jul '21</p>
Total budgeted cost				£ 8,800

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Phonics Catch Up and Additional Schemes</u> Identified children in KS1 and Year 3 will have targeted RWInc sessions 1:1 or in small groups. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated. If RWInc does not work, the children will have Toe by Toe intervention to read more securely and quicker.	<i>Additional hours for skilled LSAs who can teach RWInc well. They will work 1:1 and with small groups daily.</i> <i>(£2,500 approx)</i>	Mall groups has had good initial impact. RWInc training on INSETday will have greater impact next academic year.	RD	Jul '21
	<i>Toe by Toe books bought per pupil to be used with identified children daily</i> <i>(£27 x 10 = £270)</i>	So far, three children have used Toe by Toe and 2 of those 3 (the two that have also worked at home) have made good, measurable progress.	KM	Jul '21
<u>Intervention programme</u> An appropriate numeracy intervention, including Enigma Maths Hub, Numberblocks and Numicon, supports those identified children in the Early and Middle Learning Phases in reinforcing their understanding of basic maths skills and application of number.	<i>An intervention(s) is/are identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data). Resources are purchased for the interventions.</i> <i>(£1,500)</i>	All classes in KS1 have a Numicon set per child. Those staff who are confident with schemes have shown impact. May need to look at more individualised Maths intervention next year.	KM	Jul '21
Total budgeted cost				£4,270

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.	<i>Purple Mash is purchased and used to provide teachers with an online platform to share work with children and for children to upload work when they are remote learning.</i> £1,320	Feedback for bubbles / children remote learning was far easier to deliver, had greater impact and was more in the moment. Teams files also helped support this.	IF	Jul '21
<u>Access to technology</u> During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.	<i>The rest of the catch up premium, local donations and some additional budget applied to boost IT infrastructure and device availability for both in school learning and remote learning where needed (to subsidise IT devices supplied by the DfE)</i> (£1,290 + £2,500 + £1,000 = £4,790)	IT has been used heavily during catch up for vulnerable and disadvantaged children learning remotely, for iPads used in classrooms to support the introduction of Accelerated Reader and for SEND and BARE children in both whole class teaching and in interventions. This has had a social, academic and wellbeing positive impact.	IF	Sept '21
			Total budgeted cost	£ 6,110
			Cost paid through Covid Catch-Up	£15,680
			Cost paid through charitable donations	£2,500
			Cost paid through school budget	£1,000
			Grand total spend	£ 19,180