



CATCH-UP PREMIUM STRATEGY AND SPENDING PLAN

Funding allocation (Maintained Schools)

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 though to 11.

Payments

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census.

The second grant 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. A further £33.33 per pupil will be paid during the summer term 2021. Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

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, inline with the guidance on curriculum expectations for the next academic year (<https://www.gov.uk/coronavirus-taxon/school-curriculum-and-teaching>). See also <https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

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 ensure appropriate transparency for parents.

<https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19>

SCHOOL OVERVIEW	
Number of children on roll YR – Y6	248
Proportion of disadvantaged	8.5%
Catch-up Premium allocation	£19920 (Autumn - £4880; Spring - £6741; Summer £8299)
Publish Date	Autumn term
Review Date	Spring term / Summer term
Statement created by	Tessa Farr (Headteacher)
RATIONAL FOR CATCH-UP FUNDING SPENDING STRATEGY	
<ul style="list-style-type: none">• Lowercroft's proportion of disadvantaged pupil is relatively low compared to the local and national average.• Year 5 has the highest proportion of disadvantaged pupils than any other class in school.• Most children engaged with remote learning from March 2020. The learning offered was predominantly consolidation of previously learned concepts.• In June most Reception, Year 1 returned to the classroom. Some parents preferred to keep them at home until opening fully in September.• Most Year 6 pupils returned to school in June as Key Workers' children. All Year 6 returned to school for the final week of term.• School closed to all pupils during the summer break. This was critical to teachers' and senior leaders' wellbeing.• Lowercroft reopened fully on Wednesday 2nd September 2020 and attendance during the first week (to 11th September) was above 98%.• Reception's transition into school took place over 1.5 week with all children starting full time on 17th September 2020.• Children have returned to school with reduced behaviour for learning skills, poor concentration, and stamina.• Baseline assessments will be completed week beginning 12th October: Place Value in Maths, teacher assessment in Reading and Writing using the End Points documents to support with this.• Pupils progress meeting will be used to identify those children who are at age related expectations and those who fall at and below the expected range given the amount of learning missed. Resources will be allocated to those most in need in the first instance.• Pupil progress meetings will also be used to identify those children whose mental health has suffered and who are struggling with the return to school. Resources will be allocated again to those who need it most in the first instance. For most children, the PHSE curriculum and Power of Reading resource for weeks 1 and 2 will address many children's concerns about how the world has changed.• Catch-up funding will be used to help children develop a healthy attitude towards learning so that they can access the quality first teaching. It will also be used to fund additional staff/hours required to support learning so that the gaps in learning are closed.	



BARRIERS TO ACHIEVEMENT – academic barriers to learning	
1.	Gaps in learning – the gap in learning is larger than the number of terms of missed teaching
2.	Behaviour for Learning - attention span, taking turns to speak and have adult attention, stamina
3.	SEMH – low motivation, feelings of low self-esteem, apprehension/anxiety about returning to the classroom with a new class teacher/TA.
4.	SEND – many of these children are already disadvantaged and the gap in learning has widened.

BARRIERS TO ACHIEVEMENT – external barriers to learning	
5.	Lack of parental support – parents had work commitments and struggled to balance remote learning with the demands of their own jobs. Some parent felt they lacked the skills required to support their children’s learning

CATCH-UP FUNDING FINANCIAL PLAN						
<i>Please read in conjunction with the Whole School Development Plan 2020 21</i>						
Barrier	Action	Desired Outcome	Evidence Source	Who?	Cost	Impact/Evaluation Spring / Summer
1.	<ul style="list-style-type: none"> Establish a baseline. Teachers identify areas of curriculum not taught and include in planning. Complete End Points document All staff attend relevant CPD Intervention programmes are set up to close the academic gap in learning 	Gaps in learning are closed	Teacher assessments – outcomes in class / outcomes in assessments /observations Book looks	All staff	<p>£ cost of BEST – already allocated for in budget</p> <p>£4200 (increase permanent p/t TAs to f/t)</p> <p>£4075 (supply TA used p/t to provide additional support children with IPPs)</p> <p>£7140</p>	



					(Supply TA for upper KS2 to support learning, SEND and SEMH)	
2.	<ul style="list-style-type: none"> Revisit expectations and share with class and parents. Rebuild Behaviour for Learning skill through positive reinforcement as per the Positive Behaviour Policy. 	<p>Good behaviour for learning is observed in class, on the playground and in the dining hall.</p> <p>Pupils engagement and attention span is age appropriate.</p> <p>Pupils have age appropriate independence skills.</p>	Observation by teachers/TAs and senior leaders	All staff	£ nil	
3.	<ul style="list-style-type: none"> Assessment of SEMH across all age groups using pre-existing knowledge of children, observation and information from parents. Any pupils suffering from bereavement receive support from pastoral team (Worry Worriers) Allocate 'goto' staff to support children with self-esteem / confidence 	<ul style="list-style-type: none"> Pupils feel motivated to learn. Pupils are mentally healthy. Pupils resilience is high. 	<p>Observations of children</p> <p>Feedback from children</p> <p>Feedback from parents</p>	All staff	£4075 (supply TA used p/t to provide additional support children with SEMH issues)	



	<ul style="list-style-type: none"> Continue to teach the PHSE (Jigsaw) curriculum 					
4.	<ul style="list-style-type: none"> EHCPs and IPPs are up to date with current assessment data and targets. All staff supporting children with SEND are well resourced and briefed on new targets. Parents of pupils with SEND report that they are kept well informed of progress. 	<ul style="list-style-type: none"> Pupils with SEND achieve their targets and make good progress. 	Teacher assessments – outcomes in class / outcomes in assessments / observations Book looks	Teachers SSAs	£430 Resources	
5.	<ul style="list-style-type: none"> Keep parents informed through regular whole school updates, class dojo about how well their child is doing and how they can help. Arrange virtual parents' evenings. Empower parents and share information about how they can help their child close gaps. 	<ul style="list-style-type: none"> Parents know how well their child is doing in school and how they can support. Parents attend parents evening. 	Attendance data Parent feedback	Class teachers	£nil	