



Catch-up funding explained

Mainstream schools will receive a total of **£80 per pupil** (for reception through to year 11), as follows:

- In 3 instalments - in autumn 2020, 'early 2021' and summer 2021
- We will get a total of £46.67 per pupil split across payments 1 and 2
- We will get £33.33 per pupil for payment 3

Per pupil numbers for each instalment will be based on the latest available data. For the payment in 'early 2021', this'll be the 4-15 pupil headcount from the October 2020 census.

How should funding be spent?

- **Which pupils need to access the support?** Although we will receive funding on a per pupil basis, we are expected to use the sum available as a single total to prioritise support. There are no specific requirements for who to spend it on and we should identify pupils that will benefit most from the funding.
- **The activities that will be provided.** The DfE recommends the following:
 - Small group or 1-to-1 tuition (particularly through the **National Tutoring Programme** - see the section below for details)
 - Extra teaching capacity or summer programmes

The Education Endowment Foundation (EEF) has guidance on catch-up approaches we could choose, as well as a planning guide to help implement these catch-up strategies in this 2020/21 academic year.

What's the National Tutoring Programme?

The National Tutoring Programme (NTP) is one of the areas where we can spend our catch-up premium grant outlined above, if suitable for our pupils and context.

The NTP aims to provide **intensive, targeted support for disadvantaged and vulnerable pupils who need the most help to catch up.**

Who's eligible?

The NTP is available for pupils that need the most help to catch up, that are either:

- Reception age in **state-funded** schools (places are limited and, if oversubscribed, will be prioritised based on the school's percentage of pupils eligible for free school meals)
- 5-16 year olds in **state-funded** primary and secondary schools

How will it work?

The NTP will be made up of at least 2 parts in the 2020/21 academic year, including:

1. **The Nuffield Early Language Intervention (NELI) for 4-5 year olds.** NELI is a 20-week intervention designed to improve the oral language skills of reception-aged pupils. It'll involve individual and small group scripted language teaching sessions delivered by trained school staff (usually teaching assistants). We have signed-up and been selected to participate in this intervention and parents/carers have been informed. Initial assessments have been completed to identify target children and staff will receive training from January.
2. **The NTP for 5-16 year olds.** This will provide:
 - The school will be provided with access to **heavily subsidised tutoring** from an approved list of tuition partners
 - Schools in the most disadvantaged areas with trained graduates (called **academic mentors**) who'll be employed full-time in schools to provide intensive catch-up support to your pupils, so teachers can focus on their classrooms. Teach First will be supporting the placement and training of mentors and the government will subsidise their salaries

Planned expenditure Amount of funding:

Sept 20 – March 21 – £17,874.61

Apr 21 – Aug 21 – approx. £8000

Total £25,874.61

Rationale:

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At St Bartholomews Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions. Intensive support has already started and will be adjusted following assessments in December. The table below outlines our intentional spend with a rationale accompanying each decision.

Action plan for Expenditure

| EEF recommended strategy | EEF Rationale | Specific implementation at St Bartholomew's | Cost | Expected impact |
|---|---|--|---------|---|
| One to one and small group tuition | 'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.' | KS1 year 2 have an extra trained support assistant taking both individuals and small groups every morning to address any gaps in phonics and early reading KS2 to use two trained members of staff One to be assigned to Y6 every morning for both maths and English support – groups / individuals identified by class teacher Year 3 to have individual and group support by HLTA and a TA for a six-week programme, full time. To be reviewed every 6 | £11,000 | By increasing targeted children's time spent reading 1:1 to an adult, we expect to close gaps in phonics/ reading progress. By prioritising the development of fine and gross motor skills in identified children, we expect to close any gaps in this area of development that may have occurred during the lockdown period. Comprehension intervention will support |

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| | | <p>weeks.</p> <p>Year 4 to have intensive 1:1 support on a rolling programme in the afternoons</p> <p>Year 5 to have intensive 1:1 support on a rolling programme in the afternoons both y4 and 5 will focus on reading and comprehension skills</p> <p>Year 6 additional small groups before and after school to support identified gaps</p> | | all areas of the curriculum |
| Intervention programmes | <p>'In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.</p> | <p>From January a specific maths intervention in years 5 and 6, 3 times a week</p> <p>From January a specific English intervention three times a week for y6</p> <p>For year 3 a specific targeted intervention 1:1 for pupils identified during the 1st half of Autumn term</p> <p>Year 2 a specific phonic intervention started in Autumn1 in</p> <p>Year 1 specific phonics</p> | £12,274 | <p>By providing maths catch-up interventions for identified children in the afternoons, we expect to close the gaps in maths and to raise confidence</p> <p>Improved confidence when constructing written English and greater skill in comprehension</p> <p>Fluency in reading and understanding</p> <p>Firm knowledge of number bonds and key number facts</p> |

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| | | and number for pupils identified in Autumn 1 EYFS interventions from Autumn 1 phonics concept of number and for children with EAL | | |
| Access to technology | 'Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.' | The purchase and implementation of online learning platform Maths Rock Stars for KS2 and NumBots for KS1. To renew Bug Club on- line reading To survey parents to discover internet and computer access at home so if class lockdown occurs children can be targeted with either equipment on paper documents. | £1500 | By ensuring that children have access to quality maths and learning practise at home, supplementing the learning they are doing in school, with challenges and tasks set by the teacher at their level, we are expecting the impact to be accelerated progress in maths and spelling. |
| Supporting parents and carers | 'Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.' | The purchase of additional sets of phonic reading books to enable school to have a ready supply of books that can be used in school and for children to take home on a regular basis, incorporating book 'quarantine' rules. | £1000 | By ensuring that all children are able to access a wide range of phonetically matched reading books at both home and school simultaneously, and by providing parents with the resources to continue to practise phonic awareness at home, we expect the impact to be accelerated improvement in the children's reading and phonics ability |

Recommended questions for governors

1. What is the catch-up premium being spent on?
2. How is the catch-up premium going to support/supporting pupils to close learning gaps?
3. How is spending linked to our catch-up priorities? Are our catch-up priorities set out in an action plan or school improvement plan?
4. How did you decide what interventions or activities to spend the catch-up premium on?
5. Are all of our pupils getting the support they need to fulfil their potential?
6. How are parents informed about the use of the catch-up premium?
7. What are the main challenges in the use of the catch-up premium, and how are you working to overcome them?