



Toddington St. George C of E School Catch-up Premium Funding Strategy 2020-2021

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit.

Statement of intent

We at Toddington St. George C of E School, believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from both disadvantaged and non-disadvantaged backgrounds, now or continue to require additional support in order to ensure they get the best possible outcomes following the disruption of Covid 19. Therefore, we will use all the resources available to us through this grant to help children reach their full potential.

In June 2020, a £1 billion fund for education was announced by the government.

Further guidance has now been released

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium> showing that the money is split between a catch-up premium and a national tutoring scheme. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

The spending of this money will be down to schools to allocate as they see best. 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 when they return in September and support case studies to highlight effective practice.

Covid-19 'Catch up Grant Allocation

The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census and will not include Nursery numbers, meaning that we at St Georges received £23,280 (291 x £80).

Toddington St. George Covid Catch up	
Academic Year	<u>2020-2021</u>
Number of pupils on roll	291 at time of allocation
Amount received per pupil	£80
Total received	£23,280

How do we make decisions at Toddington St. George regarding the use of the Catch-up premium grant?

In making decisions on the use of the premium, we will focus on approaches that:

- Use evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils such as those suggested by the EEF.
- Ensure children's emotional health and well being are supported to the highest levels, enabling them to best access academic learning.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance.
- Raise aspirations through access to high-quality educational experiences.
- Are for the more able, not just those falling behind their peers.
- Are for all year groups not just those in key end points.
- Ensure there is robust monitoring and evaluation in place to account for the use and impact of the Premium, by the school and governing body

A tiered approach to spending

We operate a tiered approach to spending to ensure spending is both balanced and focussed, short, medium and long term.

1: Teaching

2: Targeted academic support

3: Wider strategies

1.Ensuring effective teaching in every classroom is the priority for spending. To achieve this, we spend the grant in the following ways:

- Professional development, impacting on Wave 1 practice at minimum
- CPD to maximise curriculum strategy, depth and delivery (If and where appropriate following developing assessment throughout the year.

2.Evidence shows that targeted support has a positive impact and is a key component of effective Catch-up. We spend the on targeted support in the following ways:

- Structured interventions (In and out of the class, but planned for minimising lost curriculum time.
- One-to-one support.

3.Wider strategies are used to overcome non-academic barriers to success. We spend on the following wider strategies such as:

- Behaviour support initiatives e.g. drawing and talking, to enable children to be as emotionally able to learn as possible.
- Accessing wider experiences e.g. memorable experiences.

What are the barriers to our children around their need for catch-up?

The main barriers our children face are around:

- Knowledge of the world, (In particular restricting cultural capital and creative writing)
- Well being/Mental health (Impacting on behaviour, learning and socialising)

- Attitude and engagement in reading & phonics (Home and school) which in turn impacts on writing
- Speech and language
- Attendance
- Low aspiration/Learning attitudes & behaviours which can reduce potential attainment across all curricular areas
- Low levels of parental engagement, domestic related issues, social and emotional needs

At St Georges, this money will be used in order to:

Purchase curriculum resources and materials that support pupils to get “back on track”. These include Accelerated Reader; White Rose Maths Premium Resources; and Curriculum Maestro.

Fund additional support staff hours to develop the outcomes of children who have been identified as needing “catch up” in their learning.

The broad aims for “catch up” at St Georges:

Attainment outcomes at the end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March. This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of the year.

By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.

The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.

Catch Up at St Georges is

Working through well sequenced, purposeful learning schemes. In English we have reviewed and developed our approach to teaching Phonics, independent reading and whole class reading. As part of this plan, staff will receive considerable training. First quality teaching in the classroom will be improved and 1:1 interventions mapped according to the needs identified through using diagnostic tools.

In maths, we have adopted White Rose Maths Premium, to ensure next steps in elearning and well scafoolofled and diagnostic tools are used effectively.

Focus on consolidation of basic skills. The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.

Particular focus on early reading and phonics. This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.

Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly.

Time spent on mental health, wellbeing and social skills development. This will be at the core of all catch up work as many children will have not been in a formal school setting for a number of months. Additional Mid-Day Meal Staff have been appointed, with greater profile given to play at break and luncun times. OE leaders are now responsible for ensuring children enjoy quality play times.

Catch up at St George's IS NOT:

- Cramming missed learning.
- Pressuring children and families into rapid learning.
- Teachers time spent highlighting missed objectives.
- Teachers time spent ticking off assessment points and extra tracking.

Targeted Support

Action	Intended outcome	Estimated impact	Cost
Training Staff on the development of Google Classrooms across the school	To enable all children to access learning whether they are at home or school	Children who are unable to attend school due to isolation will be exposed to the same learning experiences as those in school. Teachers will be able to deliver learning to all children when a bubble is isolating	£287
TA x3 hours per year group core interventions	To support teachers with the provision of targeted intervention	Children will reach their end of year targets for 2021 through accelerated learning	£9,725
TA X3 hours per year group nurture support for children	To support SEMH needs across the school arising from loss and isolation	Children manage their feelings of loss and are supported with returning to school	£9,725
Purchase Accelerated Reader and Curriculum Maestro	To enable selection from appropriate texts for next steps in reading To track children reading achievement	All children read ability appropriate texts	£4,954

To implement White Rose Maths and purchase Premium Resources	To plan an age related curriculum for maths. To use diagnostic materials to closely track children's achievements.	Gaps in Maths are quickly identified. Interventions are timely and have impact. Gaps in learning are addressed	£100
		Total	£24,791

2020-21 Impact of Expenditure: