



Sutton Green Primary School

Catch Up Premium Report



Background

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. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery, and the government intends for schools and colleges to fully open in September.

The government has announced £1 billion of funding to support children and young people to catch up. This 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.

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, we are launching a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.

Funding allocation

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 through to 11.

Payments

The first payment has been made, the 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 across the first 2 payment rounds. A further £33.33 per pupil will be paid during the summer term 2021.

Though funding has been calculated on a per pupil or per place 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, in line with the guidance on [curriculum expectations for the next academic year](#). 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 ensuring appropriate transparency for parents.

The [guidance on full opening](#) sets out that Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding.

Ofsted plans to resume routine inspections in January 2021, with the exact timing being kept under review. When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding) to ensure the curriculum has a positive impact on all pupils.

Number of pupil (01 Sept 2020)

240

Amount of funding

£19,200

Summary of Catch Up Fund Spending

| Strategy | Background | Outcomes | Owner | Cost per pupil | Total cost |
|--|--|---|---------|---|--|
| <ul style="list-style-type: none"> Improved Phonics teaching and resources through the implementation of Read Write Inc. Phonics: EEF +4 months | <ul style="list-style-type: none"> Phonics is an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English. The aim is to systematically teach learners the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns. Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. | <ul style="list-style-type: none"> Pupils will be able to read accurately and fluently with good comprehension. Pupils know alphabetic code <ul style="list-style-type: none"> 40+ sounds Blend sounds into words Read same sounds with alternative graphemes Pupils will have increased knowledge of phonics and 'tricky' words | HB | £48.09 (based on numbers in EYFS and KS1) | £6,300 (rest of funding coming from the Phonics Hub) |
| <ul style="list-style-type: none"> To create an effective intervention space for pupil to access small group tuition (Promethean Board and furniture) To have a dedicated teacher to provide 1:1 and group teaching to focus on gaps / misconceptions. Small Group tuition: EEF +4 months Reducing class size: EEF +3 months 1:1 Tuition: +5 months Digital Technology: EEF +4 months | <ul style="list-style-type: none"> This arrangement will enable the teacher to focus exclusively on a small number of learners in a separate classroom. Intensive tuition in small groups, or 1:1, is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Experienced teacher allocated 1.5 days to work with groups / individuals (particular focus on Y1/2 who have missed a large proportion of their early teaching / foundations due to COVID) | <ul style="list-style-type: none"> Pupils will have access to a designated learning space which will allow 1:1 and small group interventions to plug gaps and misconceptions, leading to rapid progress. Pupils will have access to motivational learning resources with the use of IWB allowing videos, apps and interactive learning. | DD / HA | £20.49 (based on numbers in the wholeschool) | £5,000 (£2,000 for IWB and soundbar) |

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| <ul style="list-style-type: none"> To create a whole class bank of tablet PCs that can be used for whole class teaching, small group interventions and 1:1 (also see above) Digital Technology: EEF +4 months | <ul style="list-style-type: none"> The use of computer and technology assisted strategies to support learning within schools. Here the technology for pupils will allow learners to use programmes or applications designed for problem solving or open-ended learning and interventions. We will use tablet PCs over traditional laptops due to the advantages of a tablet PC which include: <ul style="list-style-type: none"> Lightweight. Long battery life. Optimized for apps. Fast boot times. Browser-based simplicity. Extremely thin and light. | <ul style="list-style-type: none"> Whole class learning using tablet PCs taking place to support learning and give the children access to a wider range of support and intervention. Resources also being used to support group interventions. Pupils will have access to motivational learning resources with the use of tablet PCs allowing videos, apps, google classrooms and other online / electronic learning activities. | AC | £25.00 (based on numbers KS1 / KS2) | £5,000 (including the LbQ package) |
| <ul style="list-style-type: none"> To improve progress fluency and progress in maths with the use of online activities to support learning. To improve progress in Spelling and Grammar with the use of online activities to support learning. To use Learning by Questions (LbQ) on new tablets to support KS2 learning across the curriculum. Digital Technology: EEF +4 months Homework EEF +2 months Individualise Instructions EEF +3 months Feedback EEF +8 months | <ul style="list-style-type: none"> Sumdog is an online subscription for Maths, Spelling and Grammar. It has been developed with teachers and educational experts from around the world. From research it was seen that children who practiced their Maths for 30 minutes or more a week almost doubled their mathematical fluency when compared with non-Sumdog users. The idea is the same impact will also be seen in Spelling and Grammar too. Sumdog allows children to learn in a fun virtual learning environment where they have an avatar who completes games and tasks based on the different learning areas. The more correct answers that the children get allows them to build up coins to 'buy' extra things for their avatars - eg hairstyles. When a child gets an answer wrong, the software shows them the correct answer and explains this to the child. The software also automatically adjusts the level of the question depending on the amount of correct and incorrect answers, meaning that the children are always working at the correct level. The diagnostics on the software also allows teachers to look at the data and use this as part of their assessment process. Learning by Questions (LbQ) is a classroom app filled with curriculum-aligned Question Sets and immediate feedback to super-charge learning. LbQ meets the EEF guidelines and will help to optimise the catch-up plan: <ul style="list-style-type: none"> Increase engagement, motivation and outcomes. Targeted interventions to support smaller groups. Comprehensive curriculum coverage. Identify and address gaps in learning. Provide high-quality blended and remote learning. | <ul style="list-style-type: none"> Children accessing Sumdog as part of learning time (Morning / afternoon tasks, extension activities etc) and also as part of their homework. Pupils motivated to learn using the resource leading to increased time on Maths and SPaG and increased progress Teachers using data provided as part of their assessment process. | LB (SPaG) EI / LM (maths) | £5.00 (based on numbers KS1 / KS2) | £1,000 |
| <ul style="list-style-type: none"> To identify early gaps in learning and barriers to learning and | <ul style="list-style-type: none"> Identifying needs, gaps and misconceptions at the earliest point allows the school to make effective provision to overcome these issues. This | <ul style="list-style-type: none"> HLTA working with children identified by | DD | £7.79 | £1,900 |

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| <p>misconceptions with the employment of a SENDCo Assistant.</p> <ul style="list-style-type: none"> • 1:1 tuition +5 months • Feedback EEF +8 months • Teaching Assistants EEF +1 month | <p>will allow children to overcome barriers and make progress, improving their long term outcomes.</p> <ul style="list-style-type: none"> • | <p>class teachers and through assessment.</p> <ul style="list-style-type: none"> • Appropriate testing taking place eg. BPVS • Feedback being given to SENDCo, Class Teacher and parents. • Appropriate support put into place for children identified. | | <p>(based on numbers in the wholeschool)</p> | <p>(remaining from school budget)</p> |
| Total | | | £19,200 | | |

| Phonics | Evaluation (Impact on learning and progression/ catch-up) | Next Steps |
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| Autumn 1 | <p>-New Phonics lead appointed Oct 2020.</p> <p>-Initial Meeting with Childer Thornton English Hub (Steph Cade) - This enabled us to evaluate current provision and make changes to reading books that were being sent home (all children now taking a fully decodable book that matches their reading level.</p> <p>-Met with DA DD to discuss moving to RWI- We all felt that moving to RWI would make the most impact on the children and ensure all staff had the required subject knowledge to ensure all children make progress. Meet with English Hub to secure restart of English Hub involvement and funding</p> <p>-RWI training purchased - This will enable the whole staff to be fully trained to deliver phonics and have up to date subject knowledge.</p> <p>-RWI resources order via Oxford University press. High quality learning resources.</p> <p>- RWI baseline completed for all KS1 pupils - this ensured accurate grouping of all children in KS1 so that learning is pitched correctly for them to make progress.</p> <p>- RWI assessment completed on any KS1 pupil who didn't pass the KS1 phonics retake. This enabled us to identify any pupils that required 1:1 sessions. HB used this information to identify gaps in knowledge and set bespoke 1:1 learning (using RWI fast track tuition) for these pupils (5 to 10 mins daily).</p> <p>- New to Y2 (SB LB CW) completed the Phonics screener training - Increase in staff subject knowledge.</p> <p>- 20th Oct HB DD DA ½ day RWI training with AMR Introduction to scheme, started a RWI action plan and arranged training needs for the whole school training session.</p> <p>- 21st Oct - HB Session 1 RWI training for all staff - Introduction to system, new whole class no talk signals and classroom expectations and speed sounds training.</p> | <ul style="list-style-type: none"> - Continue with RWI management training - Continue to deliver training to whole staff - Catch up with staff missed sessions (ongoing) - Sort old decodable books - Hand out RWI resources to staff - Organise Storybook packs for the whole scheme. |
| Autumn 2 | <p>-Second week in EYFS/KS1 start speed sounds training - Filling in gaps of knowledge identified in assessments, consistency in teaching across key stage, ongoing training to develop staff subject knowledge.</p> <p>- Development of Learning lab timetable to ensure phonics can be taught in year groups in the 3 y1/2 classes. This has helped with children's attention and focus during the sessions and supported TA classroom management skills (everything set up before the session - less wasted time etc).</p> <p>-RWI resources shared with staff. This supported them with creating an effective teaching environment and consistency across the key stage.</p> <p>- Reading books are organised and relabeled - we have kept the old decodable scheme books (contended) and relabeled. These can then be used in class to supplement reading areas (books children can read for</p> | <ul style="list-style-type: none"> - Catch up with staff missed sessions (ongoing) - Training given to new staff (Student) - Sort old not fully decodable books - Sort KS1 picture and story books and ensure all classes have a nice selection for these |

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| | <p>themselves) or for those who will move past the need for 'phonics' lessons and for lower ability y3 and 4 pupils. Old and tatty text removed to ensure all are high quality texts.</p> <ul style="list-style-type: none"> - New RWI storybook packs made for the whole scheme. These contain all that is needed to teach the sessions. This will allow teachers/TA to focus on the delivery rather than the preparation of resources and will ensure consistency throughout the keystage. RWI book bag books organised to link with in class storybook texts. This will mean that the children will take a text containing sounds that have been focused on in class along with key words, this will develop fluency with reading as well as decode and comprehension skills. - Nov 4th - First English Hub meeting with Steph Cade, started english hub action plan, went through set up, and how we will be monitored throughout the year etc - This supported HB in the development of the role as Phonics lead. Training needs initiated for TA to support pupils in KS2 with phonics gaps. Training arranged. - KS2 TA's (CH DA CA GD ER) Training with Steph Cade on how to deliver 1:1 session to Ks2 pupils. Timetables set etc, this ensures that phonic knowledge gaps are filled and pupils are being taught at the level they need, consistency between the program etc. -5th Nov - RWI ½ day management training (HB DD DA) with AMR. Focus on interpretation of assessments and grouping and 'what to teach when' document. Ensured all children were placed in the correct group for their learning ability and this in turn matched what each group needed to be taught and when. -17th HB attended Love for Reading training via English Hub- shared with staff next half term. -25th RWI training session 3 whole school - Storybook training. This has developed staff subject knowledge, consistency across the school, set expectations of session for when this section of RWI is introduced after christmas. - WB 30th Nov - All year 2 pupils phonics screener (delayed from last summer due to COVID 19). Results 91% at expected level. Pupils who didn't pass identified for further support, assessment shared with DD for some pupils. - WB 7th Nov - All of EYFS and KS1 RWI assessment 1. This enabled HB to group children for Storybook sessions (some flexibility was needed due to COVID restrictions and no bubble mixing) and identification of need for 1:1 sessions for EYFS/KS1 1:1 fast track tuition. This will enable children to receive a daily reading and phonics session that meets their current attainment, staff know what to teach and when and those who need extra support identified and what gaps need to be taught. 1:1 files set up for each class and handbooks and training videos shared with those who will deliver these Spring 1. - 9th Nov - RWI whole school training session 4 - Focus on gray, blue and yellow books/ EYFS staff focused on speed sounds 2 and 3. Both session 3 and 4 have developed teachers knowledge | <p>to go home alongside RWI book (ensure there are enough for weekly isolation</p> <ul style="list-style-type: none"> - Sort KS2 reading books (are there any purchasing needs, enough lower levels for Y3/4 - Half term assessment of 1:1 tuition pupils. - Begin RWI drop in/observations - Weekly practice sessions (recorded message and use of training portal due to COVID restrictions - Clear KS1 Learning lab and set up for RWI |
| Spring 1 | <ul style="list-style-type: none"> - Catch up with staff missed sessions, Resources shared and information of what is needed to be completed shared with staff that needed it. This means all staff across the school are fully RWI trained. - Training given to new staff (Student and CA | |
| Spring 2 | | |
| Summer 1 | | |
| Summer 2 | | |

| Intervention Space | Evaluation (Impact on learning and progression/ catch-up) | Next Steps |
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| Autumn 1 | | • |
| Autumn 2 | <p>Liaison with Y1/2 team to identify pupils who are WTS with potential to achieve EXP standard with additional 'boosting' lessons.</p> <p>Time used on 1/12/20 & 2/12/20 to practice phonics assessments for Y2 tests with those pupils who are on the border line of the pass mark. Identified graphemes that needed extra learning. Time spent in the intervention space to teach the graphemes identified. RWI strategies applied.</p> <p>8/12/20 & 9/12/20 RWI Assessments.</p> <p>Both assessments highlighted pupils who need extra support, Four referrals made to SENCO. 1 pupil since tested for coloured overlays and dyslexia, progress made in phonics test.</p> <p>15/12/20 16/12/20-maths intervention with WTS Y2 pupils.Revision of methods and practical resources gave pupils confidence to complete the task at a pace suitable for them.</p> | <ul style="list-style-type: none"> to work with the Y1/2 team to share individual targets for catch up learners to move from WTS to Exp standard. |
| Spring 1 | Partial closure of school means no crossing of bubbles to support pupils. | <ul style="list-style-type: none"> check if pupils identified by Y1/2 team are completing home learning and/or attending school. If not then ensure teacher makes contact with their parents |
| Spring 2 | | |
| Summer 1 | | |
| Summer 2 | | |

| Tablet PCs | Evaluation (Impact on learning and progression/ catch-up) | Next Steps |
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| Autumn 1 | Awaiting stock of LbQ tablets | When delivered, the staff will undergo straining by Computing Lead to allow LbQ to be used throughout KS2. The tablets will also be loaded with apps for the whole school to allow supported learning in each class. |
| Autumn 2 | <p>Awaiting delivery of LbQ tablets. (32 devices)</p> <p>AC trialling LBQ and Google Classroom during teaching - 14/12/20</p> <p>Subject lead time (evaluate LBQ and GC to inform SM)- 16/12/20</p> | <p>Feedback to staff on Google Classroom usage.</p> <p>Roll out LbQ across school, whilst awaiting stock.</p> |
| Spring 1 | <p>DFE stock ordered 8/1/21 (16 devices)</p> <p>HP stock ordered 15/1/21 (10 devices)</p> | Awaiting delivery of stock Stock arrived 25.1.21 |
| Spring 2 | Subject lead time - 1/3/21 | |
| Summer 1 | Subject lead time - 26/4/21 | |

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| Summer 2 | Subject lead time - 14/6/21 | |
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| Online Learning | Evaluation (Impact on learning and progression/ catch-up) | Next Steps |
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| Autumn 1 | <ul style="list-style-type: none"> LbQ - awaiting delivery Sumdog Maths - Sumdog is used currently to improve children's varied fluency skills both in school and at home. KS1 and KS2 have been using this to aid their home learning which can help keep children up to date with their learning. Sumdog has been working well for children who need extra encouragement in maths. Sumdog has also been successful in reinforcing previously learnt concepts through revision and repetition. KS2 is also using it to set homework, in class challenges and interventions. The easy access of Sumdog on phones and tablets has prompted both parents and teachers to encourage children to play it. Sumdog SPaG - used at the moment for Home Learning/homework. Challenges and practice set for half termly spelling lists in Year 1/2 | <ul style="list-style-type: none"> Awaiting delivery of LbQ Sumdog Maths- Encouraged to be used for morning and afternoon tasks. Ask teachers to set sumdog work as homework. Have weekly competitions to encourage children to play online at home. Sumdog SPaG - use in class on tablets during morning and afternoon tasks. Ensure teachers are setting challenges or skills practice and monitor use at home e.g. set competitions within class and reward with coins |
| Autumn 2 | <ul style="list-style-type: none"> Staff set up initial Google Classroom - 13/11/20 Staff meeting time on Google Classroom - 9/12/20 | <ul style="list-style-type: none"> Embed good practice when using Google Classroom across all classes. Invest more into online learning resources for KS1. LbQ rolled out to all classes. |
| Spring 1 | <ul style="list-style-type: none"> Staff meeting time on Google Classroom/Computing/Website - 6/1/21 Subject lead time - 11/1/21 - informal monitoring of all Google Classrooms. Individual feedback provided where needed. Purchased NumBots to support KS1 home learning of Maths. LM and EI introduced to KS1 staff 20/1/21 LbQ rolled out to all staff 20/1/21 | |
| Spring 2 | | |
| Summer 1 | | |
| Summer 2 | | |

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| SENDCo Assistant | Evaluation (Impact on learning and progression/ catch-up) | Next Steps |
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| Autumn 1 | SENDCO assistant used Wed and Fri pm's to assess and screen pupils leading to more appropriate support and resources in place. This has also led to staff CPD and changes to planning and activities based on pupils needs resulting in progress made by all children working below the expected standard. | SENDCO assistant researching resources to extend pupil vocabulary |
| Autumn 2 | Continues assessing of children e.g. BPVS giving and age related level of vocabulary, leading to interventions to develop language, understanding and improve children's access to learning. Dyslexia and Dyscalculia screeners have led to children accessing more specific interventions and staff liaising with Dyslexia specialist teacher Janet Poulton on how to address learning needs in the classroom. Visual Stress Test has led to children having coloured overlays and improving their reading speed and fluency. | Liaise with SENDCO to create more effective pupil handover records |
| Spring 1 | SENDCO assistant covering self isolating teacher for a week (11.1.21 onwards) Partial closure of schools means she is unable to cross bubbles to assess children | |
| Spring 2 | | |
| Summer 1 | | |
| Summer 2 | | |