

St Martin's East Woodhay CE (Aided) Primary School



Impact of the
Catch Up Premium
March 2021

What is the Catch Up Premium?

- The Catch Up Premium is an allocation of funds from the government to support children to catch up lost time after school closures, due to the Coronavirus pandemic. This is especially important for the most vulnerable and disadvantaged backgrounds. The school receives funds based on the number of children on roll and the Headteacher and Governing Body then decide how the money is used to support the children's education.
- All schools are required to report on the amount of funding received, how this is being used and the impact of the work undertaken.

Principles

- At St Martin's East Woodhay CE (Aided) Primary School, we believe:
 - *that all children have a right to high quality inclusive teaching and learning that meets their individual needs;
 - *that all children have the right to learn in a nurturing environment where they feel a sense of belonging, safety and security.
- We will use the government recommended "Covid-19 Support Guide for Schools" published by the Education Endowment Foundation (EEF) to identify the best strategies, based on long term research, to enable us to achieve the most positive outcomes for our children.
- We understand that every child is an individual and their experience of the national lockdown will be different. We will consider the specific needs of every child, and the impact of the national lockdown on them, when deciding on the type(s) and level of support and intervention to be allocated.

How much is the Catch Up Premium worth?

Allocation per pupil	£80
Total Income for St Martin's 1 st April 2020 to 31 st March 2021	£10, 240

Possible Provision



Evaluating Impact

EEF Strategy	EEF Rationale	School Focus	Actions to Achieve	Cost	Evidence	Impact
Focussing on professional development	Improving the quality of teaching – both the planning and implementation – is almost always supported by high quality professional development.	SDP 20 – 21 Priority 1.1, 1.2, 1.3	*Whole school INSET training on the school's approach to supporting children returning to school: *curriculum priorities – wellbeing first, *pre-assessment tasks and the importance of knowing where children's gaps are; *the use of responsive planning to match teaching to need, *the use of next steps to support children with their learning.	£200 to pay part time staff to attend INSET training- cost split with sports premium and pupil premium	*INSET minutes *Pupil progress and attainment data *Pupil progress meetings *SLT monitoring	*All staff understand the school approach to supporting children returning to lockdown – wellbeing first then learning. *Children made significant progress during Autumn 2020.

Evaluating Impact

EEF Strategy	EEF Rationale	School Focus	Actions to Achieve	Cost	Evidence	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.	SDP 20 – 21 Priority 1.1, 1.2, 1.3	Every class to have a class LSA to support with English and maths lessons. Use of class LSA to support children in class, enabling teacher to run cut away groups to address any gaps in knowledge identified through AfL.	£8000	*Pupil progress and attainment data *Pupil progress meetings	*Children made significant progress during Autumn 2020.
Intervention programmes led by LSAs	Structured interventions can support pupils who have fallen behind.	SDP 20 – 21 Priority 1.2, 1.3	Group and individual interventions focused on supporting children with their emotional wellbeing, ensuring they are able to access learning: -ELSA, -social skills.	£500 cost split with pupil premium	*Pupil progress and attainment data *Pupil progress meetings *ELSA reports	*A calm and focussed learning environment. *Children's emotional wellbeing enables them to access learning and make expected progress.

Evaluating Impact

EEF Strategy	EEF Rationale	School Focus	Actions to Achieve	Cost	Evidence	Impact
Access to technology	Pupil's access to technology has been an important factor affecting whether they can learn at home.	SDP 20 – 21 Priority 1.2, 2.1	*Laptops provided for children who did not have the technology needed to access remote learning.	£50 set up time, cost split with pupil premium	*Pupil conferencing *SLT monitoring	*Children engaged with remote learning and made progress.
Intervention programmes led by LSAs	Structured interventions can support pupils who have fallen behind.	SDP 20 – 21 Priority 1.2, 1.3	Group interventions focused on helping children catch up in English and maths: -phonics, -handwriting, -writing, -number facts, -times tables.	£500 cost split with pupil premium	*Pupil progress and attainment data *Pupil progress meetings	*The majority of children make accelerated progress as a result of the intervention.

Evaluating Impact

EEF Strategy	EEF Rationale	School Focus	Actions to Achieve	Cost	Evidence	Impact
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.	SDP 20 – 21 Priority 4.3	Dedicated SLT time to provide tailored support to parents. All staff to be proactive in identifying families where parents and carers would benefit from support and SLT to proactively offer support.	£1000	Minutes from meetings Feedback from stakeholders	Parents and carers feel supported and empowered to support their children with learning.

Further Information

For more information on the Catch Up Premium, please visit:

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