

Catch up Premium - Stalham Infant & Junior Schools

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 to ensure that schools have the support they need to help all pupils make up for lost teaching time.

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. 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.

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.

Focus of Funding

Teaching and whole-school strategies

The EEF COVID-19 SUPPORT GUIDE FOR SCHOOLS highlights key areas to focus upon when allocating the Catch Up Premium Funding. We believe that for our schools, our children and circumstances the main area to focus upon and address is high quality teaching for all. As such the funding has been used in relation to two main areas identified by the EEF guidance:

1. Supporting great teaching
2. Pupil assessment and feedback

Targeted Support

Further to teaching and whole-school strategies we believe our children will benefit from focussed support. As such the funding has been used in the below are identified by the EEF guidance:

1. One to one and small group tuition
2. Targeted interventions

	Pupil Numbers	Funding Allocated
Stalham Infant	90	£14,038
Stalham Junior	265	£35,238
Total joint population	355	£49,276

Planned Expenditure		
Supporting great teaching		
Desired Outcome	Chosen action/approach	How will you review implementation?
Children rediscover the ability to communicate with each other.	Use of cooperative learning strategies such as talk partner/CLIPs. CPD to all staff on how to structure and implement these approaches. Team teaching opportunities to develop pedagogical approach.	Lesson observations Learning walks Observational feedback
Children develop the skills of teamwork and collaborative learning.	Cooperative learning interactive patterns as a key pedagogy within school - CPD to all staff on how to structure and implement these approaches.	Lesson observations Learning walks Observational feedback Pupil perceptions
High quality behaviours for learning in lessons.	CPD to all staff on behaviours for learning, expectations in relation to cooperative learning	Lesson observations Learning walks Observational feedback Behaviour data
Total budgeted costs	£17,200	Costs involve CPD sessions, cover supervisors to cover lessons allowing for team teaching opportunities and review meetings following observations/learning walks.
Pupil assessment and feedback		
Desired Outcome	Chosen action/approach	How will you review implementation?
Clarity of gaps in prior learning related to NC objectives and statements.	Pupil Asset used as an ongoing formative assessment tool to support identification of gaps and next steps being planned for.	Termly data drops SLT review of DNA ticks
Accurate first hand information allowing for targeted planning of future teaching.	Question Level Analysis from summative testing for diagnostic purposes. (Time given for teachers to process their	Termly data drops SLT review of DNA ticks Teacher progress discussions

	QLA)	
Total budgeted costs	£9,600	Costs involve Staff deployment which is therefore requiring the presence of Cover Supervisors and Cover time away from the classroom, assessment materials being purchased and time for teachers to process QLA.
One to one and small group tuition		
Desired Outcome	Chosen action/approach	How will you review implementation?
Children able to access future learning successfully.	Post or pre-teaching group work for identified children.	Termly data drops SLT review of DNA ticks Teacher progress discussions
Total budgeted costs	£6,176	Costs involve additional support staff hours to allow for post/pre-teaching groups to be provided.
Targeted interventions		
Desired Outcome	Chosen action/approach	How will you review implementation?
Support for those children that have fallen behind the furthest to catch up to their peers.	Focussed English/Maths based interventions for children in upper KS2 in readiness for end of Key stage tests	Termly data drops Summative test outcomes SLT review of DNA ticks Teacher progress discussions
Total budgeted costs	£16,300	Costs involve additional support staff hours to allow for post/pre-teaching groups to be provided.

For many children, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that a single approach will be enough. Therefore, the above will be spread across a range of different children in response to their individual specific needs. Furthermore, these approaches will be supported by the schools belief that Quality First Teaching is essential in supporting children to negate the negative impact of the school closures.