



Coronavirus Catch Up Funding- information to parents

What is it?

The government is providing funding to cover a one-off universal catch-up premium for the 2020 to 2021 academic year.

It aims to support pupils to catch up for lost learning so schools can meet the curriculum expectations for the next academic year.

Our school is able to spend the funding in the most effective way for our pupils. This includes investing in extra staff support, additional intervention sessions and resources to support our school Recovery Curriculum.

Who's eligible?

This universal catch-up premium funding will be available for:

- Primary, middle, secondary and all through local authority-maintained schools, academies and free schools
- Local authority-maintained special schools
- Special academies and free schools
- Special schools not maintained by a local authority
- Independent special schools - local authorities will receive funding for pupils with education, health and care (EHC) plans, based on the number of such pupils in the area
- Pupil referral units (PRUs)
- Alternative provision (AP) academies and free schools
- Local authority-maintained hospital schools and academies

How and when will the funding be allocated?

As a Mainstream school we 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 our 4-15 pupil headcount from the October 2020 census.

How do we spend the funding?

Based on our school data and parent feedback we will decide:

- **Which pupils need to access the support.** Although we will receive funding on a per pupil basis, we should use the sum available to us as a single total to prioritise support. There are no specific requirements for who to spend it on. We will identify pupils that will benefit most from the funding and consider the following strategies:

We will identify the pupils likely to have the biggest gaps in knowledge

When pupils came back to school, we identified those who've lost the most learning time and as such those who are likely to have the biggest gaps.

We looked at pupils who:

- Missed a lot of work, or weren't been engaging with or accessing remote learning
- Didn't have access to the technology needed, or whose home lives make home learning difficult
- Are vulnerable or have EHC plans, so learning from home may have been challenging (talk to your DSL/SENCO)
- Have experienced difficult family circumstances, such as a bereavement, that may have got in the way of their learning

We used low-stakes assessment in lessons to see if our predictions were right

After a period of ensuring the pupils were emotionally settled in school an audit was conducted by teachers in the opening weeks of the term to find out where the gaps are in the key concepts and knowledge teachers decided to reteach for **all** pupils.

While we were looking for gaps in knowledge among all pupils, we asked teachers to complete a GAP analysis to determine who has **significant** gaps.

This means:

- Pupils who have more gaps in their knowledge and skills than others (if all pupils have significant gaps, the teacher should just adjust their normal planning to account for this)
- Pupils who are unlikely to catch up with the consolidation lessons teachers planned for all pupils

Teachers were asked to carry out some **low-stakes** quizzing and **low-threat** knowledge checks during lessons to find out what pupils can remember and where they have gaps. Depending on the subject, these could take the form of:

- A quick quiz at the back of exercise books, e.g. 10 minutes to write down everything you can remember about the cold war
- Multiple choice questions in a Google Form
- Discursive pair work, e.g. read the textbook for 10 minutes, then can you tell your partner the 10 features you read about?
- Checking knowledge through discussion, e.g. can they explain a concept in their own words?

When a clear idea is established of which pupils have significant gaps, and where their gaps are, teachers can start to put the measures in place to help them catch up – this can be work carried out on an individual or group basis in class or via additional intervention support out of class. All classes have access to TA support to help core areas of literacy and numeracy. Our catch-up approach will vary depending on the needs of our pupils and our school's context.

It should be intense and time-limited: we want pupils to fill in the gaps as quickly as possible so they can start doing the same work as their peers and teachers will refer to the **SENCO/Peripatetic SENCO for additional support and advice as appropriate.**

- **It should focus on key knowledge and concepts:** using knowledge organisers where possible for catch-up teaching and quizzing, so that pupils are taught the most important things they need to know
- **Target teaching at filling pupils' specific gaps:** adapt catch-up in light of what you learn about where pupils' gaps are, and keep low-stakes quizzing going during the process
- **Complement and be built into a 'recovery curriculum'** - so that no child is missed out and all teaching and learning in the autumn and spring terms has been planned with a view to catch up being a priority.
- **Staff who deliver this catch-up should be well-trained** – as such catch up sessions are initiated by the class teacher, with support staff working in classrooms being clear about expectations.
- **We try to make sure pupils experience success early on:** so pupils feel that what they're doing is making a difference - this will motivate them to continue
- **We give pupils the opportunity to practise what they're learning and show that they understand:** this may mean recovering work that may have otherwise been done during the lockdown period in the previous year.

Catch-up can take place in class

Effective catch-up can be in separate intervention groups, but it can equally happen in the classroom, built into the ongoing recovery curriculum and run alongside pupils who are consolidating their learning. This can work as long as:

- Teachers have TA support to establish small working groups (as Settle does for the core areas of Maths and English) or in very small classes of up to 20 pupils (as at Kirkby Malham Primary)
- Only a small number of pupils (3 to 5) need catch-up
- Other pupils are not disadvantaged by the above arrangements.

While other pupils are working on an independent task, the teacher can work closely with small groups, or on a one-to-one basis.

Teachers should aim to "teach to the top": all pupils should complete the same, high-level work, focused on the same key knowledge - the only difference is that the catch-up group aren't going into the same depth as the rest of the class.

Run after-school or lunchtime lessons

As appropriate the school may provide catch up sessions after school or at lunchtime These will be:

- Learning-focused and well-planned
- Focused on independent study, **if** age-appropriate (so as to replicate the positive home-environment other pupils might have when parents supervise their homework)
- Age-appropriate: Note - pupils younger than year 5 will likely have limited stamina to cope with an extended day so sessions need to be succinct and concise.

Consider 1-on-1 or small group tutoring

From autumn 2020, the **National Tutoring Programme** can support with subsidised access to high-quality tutoring from an approved list of tuition partners. The further option of tutoring (in house or via the tutoring scheme) will be considered in the Spring/Summer for targeted pupils who need it, based on Spring assessments and teacher feedback.

To make sure tuition is effective it should:

- Be 1-to-1 or in small groups (up to 5 pupils)
- Be intensive: focused around key concepts, and take place over a short period of time
- Targeted at pupils' specific needs - tutors should know exactly where pupils have gaps, or be involved in low-stakes quizzing
- Be carried out by tutors who are well trained and supported by teachers, with regular communication happening between teachers, tutors and parents
- Aligned with learning that's happening in the classroom (as with after-school or lunchtime lessons)

R Wright
Executive Headteacher
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