

# Belton Ce Primary Catch-up Funding Strategy Statement 2020-21

1. Summary information					
Academic Year	20-21	Total CU budget	£8000	Catch-up Governor	K McLennan
Total number of pupils	103	Catch-up Lead	J Scott	Date for next internal review of this strategy	January 2021

## Guidance

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.

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.

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	EEF Recommendations
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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.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

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	<p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>
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## 2. Barriers faced by school/ pupils

### In-school barriers

<b>A.</b>	The school has identified pupils that need rapid first interventions to catch up quickly.
<b>B.</b>	Pupils that have low self-esteem and confidence struggle to achieve their true potential. By raising esteem and confidence children can succeed.
<b>C.</b>	Initial assessments in September 2020 show that pupils in KS2 have fallen further behind than their KS1 peers during the lockdown period.

### External barriers (*issues which also require action outside school, such as low attendance rates*)

<b>D</b>	Engagement for pupils with remote learning during COVID-19 lockdown (March - July 2020) was variable and number of devices in homes
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## 3. Desired outcomes

	<i>Desired outcomes</i>	<i>Success criteria and how they will be measured</i>
<b>A.</b>	Interventions will highlight that pupils will accelerate their progress.	Pupil Progress data will highlight that pupils are making at least expected progress but often better than expected progress.
<b>B.</b>	As a result of counselling with mentor, pupils will feel more confident and will have better well-being.	Pupil Interviews will highlight pupils to have increased confidence.
<b>C.</b>	Loan agreements for chromebooks in the event of a bubble closure or lockdown.	Enable all pupils to join in with remote learning. 100% of pupils to be able to fully engage in home learning.

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<b>D.</b>	Support with whole school literacy planning and quality resources to aid catch-up in all classes.	Increase percentage of pupils achieving expected and greater depth in writing in KS1 and KS2.
<b>E.</b>	Support pupils to catch up and make additional progress in order to combat the missed time during the COVID-19 lockdown in KS2. This is being achieved by employing intervention teacher for a day a week until the Summer term	Pupil Progress data will highlight that pupils are making at least expected progress in KS2 but often better than expected progress.

4. Planned expenditure					
i. Quality of teaching for all					
Desired outcome	SMART success criteria	Chosen action / approach	By when	Staff lead	Evaluation of impact (including RAG)
Support with KS2 literacy planning and quality resources to aid catch-up in Y3-Y6.	Literacy book scrutiny to show high quality teaching and learning. Lesson observations to be consistently strong. Children to make at least expected progress. 85% of pupils back on track for ARE by year end.	Purchase Real Writing from Plazoom.	Purchase 2-10 Review 11-12 £250	JS EP	
Pupils to catch up on missed curriculum content.	All key objectives taught in all year groups. 85% of pupils to reach ARE in all subjects across the curriculum.	Subject leaders to review planning in all subjects including Maths, Literacy and Science to ensure pupils	In place by 16-10 Review 11-12	All staff	

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		catch up with what they missed last academic year.			
Support with KS1 literacy planning and quality resources to aid catch-up in Y1-Y2.	Literacy book scrutiny to show high quality teaching and learning. Lesson observations to be consistently strong. Children to make at least expected progress. 85% of pupils back on track for ARE by year end.	Talk for writing implementation	Review 11-12	JE EP JS	
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p>	<p><i>Pupil interviews and monitoring show greater interaction with home learning apps through out the year</i></p>	<p><i>Additional online learning resources will be purchased, such as Bug Club to support children reading at home. Likewise, readiwriter and mathletics will be purchased so that children can practise spellings at home.</i></p>	£2500	JS	

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					Total budgeted cost	£2750
ii. Targeted support						
Desired outcome	SMART success criteria	Chosen action / approach	By when	Staff lead	Evaluation of impact (including RAG)	
Interventions will highlight that pupils will accelerate their progress.	All targeted pupils to make at least expected progress in maths. 50% to make rapid progress in the term they receive tuition.	Intervention teacher for KS2 Autumn 2 and Spring 1 and 2 £2601 Purchase Mathletics £486 Purchase Readwriter £367	October 2020	JS		
Children with emotional needs to have personalised intervention	Children to be able to work with ELSA and show progress with their needs	Elsa Training and sessions £500	September 2020 training ongoing	AN KSn		
Enable all pupils to join in with remote learning. 100% of pupils to be able to fully engage in home learning.	100% of pupils to engage with remote learning.	Loan agreement re chrome books with parents to support remote learning for pupils without devices at home.	September 2020	JS		
Support pupils to catch-up in terms of their writing through interventions.	85% of pupils across the school to achieve ARE in writing by year end.	Purchase of Real writing (plazoom) Writing intervention Writing through out the curriculum	October 2020	EP JS		

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<b>Total budgeted cost</b>			<b>£3954</b>

<b>5. Staff CPD 2020-21</b>			
<b>Date</b>	<b>CPD</b>	<b>Aim</b>	<b>Impact at review</b>
16 <sup>th</sup> September	Spelling, Punctuation and Grammar for Upper Key Stage Two	To improve subject knowledge in UKS2 staff	
October 26 <sup>th</sup>	Forest school inset all staff	To give all children and for intervention skills for conducting forest schools session to aid mental health	
Ongoing throughout the year	ELSA training	For children to have personalised emotional support	
26 <sup>th</sup> September	Rainbow Grammar for Beginners	To improve subject knowledge in UKS2 staff	
24 September	Utilising catch-up funding by Paul Longden attended by JS.	Ensure effective use of catch-up funding.	
24 <sup>th</sup> September	Herts for Learning Reading Fluency Project:	To improve subject knowledge in all staff staff	
3 <sup>rd</sup> November	LCC Reading comprehension 6 sessions	To improve subject knowledge in UKS2 staff	
Autumn Term	Plazoom online tutorials for all staff to support with the teaching of Literacy	Ensure high quality, consistent literacy teaching and intervention at school and home	

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Autumn Term	Mathletics online tutorials for all staff to support with the teaching of Maths	Ensure high quality, consistent maths teaching and intervention at school and home	
Autumn Term	Readiwriter online tutorials for all staff to support with the teaching of spelling	Ensure high quality, consistent spelling teaching and intervention at school and home	

6. Emerging areas for development next year (to be completed as year progresses)	
2021-22	
High quality teaching for all	
Targeted support	
Other approaches	