



COVID-19 Catch Up Premium Strategy and Spending

1. Summary information

Academic Year	2020-2021	Catch up premium funding per pupil	£80.00	Date of most recent review	July 2020
		Total funding allocated for 2020-2021	£16,960.00		
Total number of pupils (main school)	212	Total spend for 2020-2021	£20,504.31	Date of next internal review of this strategy	December 2020

2. Introduction

Our COVID-19 Catch-Up Premium funding is spent according to the [guidance from DfE](#) and from research such as [EEF's COVID-19 Support Guide](#). There is a need for a 'catch up curriculum' – which we call our AIM Curriculum (Aspire, Inspire and Motivate) – to be in place for our pupils, which may mean changes to some of our lessons and plans as we prioritise key skills to ensure our pupils are able to access the school's curriculum effectively. We refer to our 'catch up curriculum' as our AIM Curriculum throughout our website and planning documents.

Our focus is on providing curriculum clubs after school for pupils and additional staffing during the school day for key classes identified as needing additional support following full and partial school closures. This is supported by the EEF's guidance on evidence that tutoring is highly beneficial, and that intervention programmes with additional staff are also beneficial.

“There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.” EEF, COVID-19 Support Guide for Schools, 2020

“Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils.” EEF, COVID-19 Support Guide for Schools, 2020

3. Potential barriers to learning

- A. Lack of high-quality interaction and communication amongst youngest primary school pupils due to isolated time in lockdown 1.0 in the 2019-2020 academic year.
- B. Time lost in teaching, which has reduced level of high-quality teaching due to school closures, and the impact on children as a result of this when they arrive back in a classroom environment.

We have, from wellbeing surveys, behaviour monitoring and teacher assessment, identified Reception and Year 1 as the classes most in need of support. To provide the additional adult interaction with pupils to increase communication, readiness to learn and ability to thrive in a classroom environment, we have employed additional staff for Reception and Year 1. From our baseline assessments, we identified that pupils' ability to focus on more complex learning was inhibited, and we have seen a rise in issues in how pupils communicate and respond to each other. Additional adult support will provide intensive modelling and encouragement of positive interactions, behaviour and learning habits. This will, in turn, create a positive, focused learning environment where pupils can access the rich and challenging learning set out for them to ensure they are achieving. The measure of the success of this provision will be the end of year results for the pupils, which are (with the support in place) predicted to be in line with previous years' pupil expectations. These predictions are shared with our Governing Board in Autumn Term and monitored throughout the year.



4. Targets for use of the Catch Up Premium

- To support the academic and wellbeing of pupils most affected by COVID-19 at Uplands (Reception and Year 1).
- To provide additional academic support for key identified pupils (including, but not limited to, some PPG or SEND pupils) across the school.

	Success criteria	How will they be measured?	We will achieve this by providing:
1	<ul style="list-style-type: none"> Pupils will make progress emotionally to enable them to be ready to learn. Pupils will have access to high-quality interactions and support from skilled adults. Pupils' development of independence will be evident. Emotional or behavioural issues will not impact learning or relationships between peers. 	<ul style="list-style-type: none"> Close to comparable attainment at the end of the academic year, highlighting the progress made from baseline assessments. Pupil surveys Pupil interviews A reduction (or no rise in) behaviour incidents amongst the identified pupils. 	<ul style="list-style-type: none"> Additional staffing in Reception and Year 1 Restructuring Year 1 to provide a blend of EYFS provision and National Curriculum.
2	<ul style="list-style-type: none"> Pupils' attainment will show the progress made, as attainment will be close to what would have been expected without the impact of COVID-19. Identified pupils will attend school-run after-school sessions with skilled staff. Pupils' gaps in learning will be narrowed. 	<ul style="list-style-type: none"> Pupil progress meetings. Brief reports (verbal or written) about progress from these AIM clubs. Attainment will be in line with aspirational targets. 	<ul style="list-style-type: none"> AIM Clubs (after-school group sessions for pupils)

5. Planned expenditure

NB. EEF is the Education Endowment Foundation (<https://educationendowmentfoundation.org.uk/>)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff lead	When will you review the implementation?
1. To support the academic and wellbeing of pupils most affected by COVID-19 at Uplands (Reception and Year 1).	<ul style="list-style-type: none"> Additional staffing in Reception and Year 1 Restructuring Year 1 to provide a blend of EYFS provision and 	According to EEF research, feedback provides 8+ months' development potential. By employing additional staff, we can provide pupils with detailed, timely and in the moment feedback when those youngest pupils need it most to understand their behaviour and learning habits. EEF research into Teaching Assistants describes the intervention as 'low impact for high cost', and this is noted, but we believe that they key aspect of this research is that "more recent intervention studies... provide	<ul style="list-style-type: none"> Pupil progress meetings for YR and Y1 to assess attainment, progress and emotional development. Regular drop ins and checks on provision and staffing. 	RD	April 2021 and July 2021



	National Curriculum.	a strong indication that TAs can improve learning if they are trained and deployed carefully.” Our staff are trained and deployed exceptionally well and provide excellent support to our pupils.	<ul style="list-style-type: none"> • Training and support for staff to ensure high impact. 		
				Total cost:	£18,504.31
2. To provide additional academic support for key identified pupils (including, but not limited to, some PPG or SEND pupils) across the school.	<ul style="list-style-type: none"> • AIM Clubs (after-school group sessions for pupils) 	<p>“There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.” EEF, COVID-19 Support Guide for Schools, 2020</p> <p>Based on 1:1 tuition research and small group tuition research, we believe that our pupils will benefit from weekly, additional sessions that support their in-class learning and address knowledge and skill gaps which have arisen from the COVID-19 pandemic and lockdown 1.0 in particular.</p> <p>EEF states “Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact” and “the quality of the teaching in small groups may be as or more important than the precise group size”, which is why we have chosen school staff for delivery so that they know the pupils and their current learning needs.</p>	<ul style="list-style-type: none"> • Class teacher will review with staff • Deputy Headteacher will oversee the AIM Club project and ensure they are high-quality sessions • Drop in checks on lessons • Ensuring work is planned ahead and linked to current learning / gaps which need teaching • Staff delivering the sessions will have access to plans in order to pre-teach if needed. 	RD	January 2021, April 2021 and July 2021
				Total cost:	£2,000