



Catch Up Funding Strategy Statement 2020-21

School	Bishop King CE Primary	School Strategy Leader	Hazel Wheatley
No. of Eligible Pupils ¹	382	Total Allocation ²	£30,560 (Total spend £ 88,605)

TEACHING:

Training and support for teaching staff to:

- plan and deliver the recovery curriculum
- support pupils' social and emotional needs following six months away from school
- use Google Classroom for remote learning
- adjust to structural and organisational change
- develop pupil assessment
- prepare for external 'catch-up' programmes

Additional leadership time for subject leaders to:

- monitor pupil assessment
- assess and monitor pupil progress

School staff used to cover classes rather than supply staff

Transition resources and staffing support

TARGETED ACADEMIC SUPPORT:

- Early Language Programme
- One to one 'closing the gap' tuition
- Small group intervention support
- Out of hours schooling for Year 5 and Year 6 pupils
- National Tutoring Programme
- Safe Spaces available for all pupils in all classrooms

WIDER STRATEGIES:

- Safeguarding and attendance officer supports pupils and their families

During lockdown:

- Access to resources at home during prolonged isolations
- Most vulnerable pupils have priority access to classroom teaching and online materials
- Safeguarding/ pastoral team contacts vulnerable pupils as per rota
- Safeguarding/ attendance/ pastoral team supports families to establish routines for home learning
- Vulnerable learners not in school receive extra phone calls to support learning and well-being, bespoke feedback
- Frequent delivery of food parcels

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 and should prioritise support for pupils according to their need.

¹ Eligible Pupils include Year Reception – Year 6

² Allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil from Reception to Year 6.

	Identified pupil group	Pupils' needs	How were pupil needs identified?	Chosen action / approach	Evidence and rationale for this choice	Cost	Desired outcome and how/when it will be measured	Staff Lead
A	Nursery and Reception Pupils	Lack of transition and pupils not completing Nursery year meaning pupils aren't school ready	Baselines and general visual assessments Parent voice	Smaller class sizes this year - not planned Appoint 1:1 adults for 'unknown' pupils with high SEND needs; Extend part-time contract to a temporary full time to support the year group pupil: adult ratio	Pupils with high needs are supported on a 1:1 basis to allow more capacity for staff to support all pupils to be school ready and to catch up on vital stages of early childhood development	£20,000	Children are well supported to be school ready and catch up on vital stages of early childhood development . EHCPs awarded to meet the high needs of EYFS/ SEND pupils	EY lead SENCo
B	Reception	Early language development	Baseline assessments	CPD for teaching assistants and non-specialist teachers.	Nuffield Early Language Intervention (NELI)	Funded	Improved vocabulary and story-telling skills	
C	Children moving from Reception to Year 1	A play based curriculum with outdoor focus to help pupils transition into Y1 after lost learning time, and for pupils who had low starting points	Baseline assessments End of year assessments Gap analysis of the Foundation Stage curriculum	A continuum of Reception created for Term 1, with more formal learning being merged in for a strong transition Experienced KS1 teachers plus deputy headteacher Additional resources for Y1 outdoor area	The lost learning time for many of these pupils coupled with low starting points means that an extension of the EYFS curriculum is required to ensure the building blocks for prior learning are not missed and misconceptions are identified and dealt with	£10,000 £1,000	Teachers have the resources available to continue a play based approach to learning to allow pupils to go through the appropriate stages of child development	DHT
D	Year 1 & 2 pupils who aren't on track to pass phonics screening	Recall of previously learnt phonics, and 1:1 tuition for individual 'catch up'	Early assessment through phonics screening	All staff trained in ReadWriteInc phonics Phonics lead to support and coach to ensure quality and consistency across KS1 Extra TA support for smaller group, and 1:1, tuition	EEF: 'Phonics'; 'Improving Literacy In KS1' Some pupils haven't accessed English language for six months. Others had little access to e-phonics during lockdown - due to language barrier (parents)	£3,500 £3,000 £3,000	All but very low ability and 'New to English' pupils pass the phonics test: Y1: June 2021 Y2: Nov 2020	Phonics lead
E	Year 1-6	Teachers have a clear understanding of curriculum gaps that need covering from the previous year's objectives	Gaps Analysis Previous assessments Class teacher knowledge	English, Maths. science leads: - analyse curriculum coverage - review non-negotiables, and - adapt long/ medium term plans for recovery curriculum - All staff attend one day of INSET training, plus two Prof Dev. Meetings (PDMs) Transition meetings	EEF: A tiered approach to 2020-21 Teachers need to be fully equipped to ensure QFT in every classroom	£2,000	All teachers have a clear understanding of the curriculum gaps they need to teach	Subject leaders

F	All Pupils	Quality First Teaching	Baseline assessments and knowledge of increased and prolonged disruption to schooling in a disadvantaged area	<ul style="list-style-type: none"> - INSET and CPD focussed on planning and delivering the recovery curriculum - Maths, English and science leadership time to review non-negotiables - Use published schemes/ catch up programmes - Staff e-learning: Grammar for Writing, White Rose Maths 	<ul style="list-style-type: none"> - Prolonged time away from normal teaching routines - Many will not have spoken English for six months - Flexible approaches needed to meet the needs of pupils who may not be year group ready - Guidance from English hub and science consultant 	£1,000 £3,000	Strong QFT to ensure pupils have the best chance of making up for time missed Pupils meet their reviewed target at the end of KS1 and KS2	Subject leaders
G	All pupils	PSHE/ well-being support Opportunities to discuss anxieties, get back into a routine, know COVID-19 rules	Teacher transition meetings Updates from safeguarding team Assessments: prior and now	<ul style="list-style-type: none"> - INSET: supporting pupils returning to school - Adapted PSHE curriculum to address current issues 	<ul style="list-style-type: none"> - Pupils will be anxious about returning/ COVID-19 - Many have had no daily routine during lockdown - Some will not have spoken English for six months 	£1,000	Emotion stations in all classrooms; all pupils have a named adult, and are prepared for learning; they can sustain longer periods of concentration, and have increased levels of work stamina	PSHE leader
H	All pupils	Develop pupils' speaking and listening skills and wider understanding of language	All pupils will benefit from this approach	CPD: Whole class guided reading Core stories for EYFS and Y1 Daily class reader - all classes Adult/child interactions - plan time to talk with children Teaching of vocabulary, modelling and extending children's language and thinking across the curriculum	EEF: Improving Literacy In Key Stage 1	Resources £2,000	Children confident in speaking English in the classroom, especially EAL who haven't accessed spoken English for six months	Reading leader
I	Years 3 and 4 - Pupil Premium	Catch up of lost learning through 1:1 tuition and small group support	Prior and current assessments	Employ additional teacher to provide support based on teacher feedback to pupils: 'closing the gap' support for disadvantaged pupils	National Tutoring Programme EEF: Small group tuition (+4 months)	£9,500	Accelerated progress; pupils catch up on lost learning	LKS2 leader
J	Years 5 and 6	Catch up on lost learning and prepare for KS2 tests	Prior and current assessments	1:3 tuition offered to all pupils weekly before school, linked to current learning, and closing the gap	National Tutoring Programme Extended school time (+2 months) Small group tuition (+4 months)	£5,325 £3,000	Accelerated progress; pupils meet their end of KS2 targets	UKS2 leader
K	Years 1-6	Early bird sessions	All pupils who arrive early	Weekly schedule for: reading, spelling and 5-a-day maths	EEF: Extended school time (+2 months)		Improved reading/ spelling ages, calculation skills	Phase leaders
L	All pupils	To have digital access to remote learning	Staff knowledge and pupil survey	KS2 pupils use Google Classroom at least weekly Y2: Purple Mash EYFS to Y1: Tapestry		Y1 Tapestry: £250 Laptop bags £500	Pupils accessing curriculum from home	IT leader

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Cost	Desired Outcome and how/when it will be measured	Staff Lead
A	Year 1 & 2 pupils who aren't on track to pass phonics screening	Additional phonics teaching and catch up Extra phonics teaching time	Baseline assessments Assessments carried out every 6 weeks to inform groupings	Small group tuition 1:1 tuition - pm	EEF: Small group tuition (+4 months) 1:1 tuition (+5 months) Gaps in learning and lack of practice at home leading to pupils regressing in their phonic knowledge	£7,200	Year 1 and 2 pupils make accelerated progress to develop and embed phonic knowledge and early reading skills All but very low ability and 'New to English' pupils pass the phonics test: Y1: June 2021; Y2: Nov 2020	Phonics lead
B	Years 3 and 4	Catch up on lost learning	KS1 Data Last year and current assessments	Closing the gap x2 weekly National Tutoring Programme	National Tutoring Programme Small group tuition: (+4 months) 1:1 tuition (+5 months)	£5,000	Y3 and 4 catch up on lost learning Disadvantaged gap is narrowed	LKS2 leader
C	Children in KS2 significantly behind age related or 'New to English'	Survival vocabulary Basic phonetic knowledge and language acquisition	KS1 Data Last year's assessments Current assessments	'Fresh Start' group and 1:1 tuition	'Fresh Start' (+3 months) 1:1 tuition (+5 months) Small group tuition (+4 months) 'New to English' pupils must be secondary ready	£1,500	Low ability and 'New to English' pupils ready for secondary school	UKS2 leader
D	All Y5 and Y6 pupils	Catch up on lost learning and prepare for KS2 national tests	KS1, last year's and current assessments	1:3 tuition before school, linked to marking and feedback	National Tutoring Programme Extended school time (+2 months) Small group tuition (+4 months) Feedback (+8 months)	£1,500 £1,330	Accelerated progress; pupils meet their end of KS2 targets	UKS2 leader
E	Pupils in all year groups with social emotional needs brought about by lack of routine	Wellbeing, social and emotional support	By class teachers and SLT	Weekly circle time, brain breaks, adapted timetable for all classes with a daily PSHE focus in term 1	Social and Emotional Learning (+4 months) To ensure pupils are confident and mentally ready to learn with strong learning behaviours	PP funded	Pupils are able to quickly adapt back into routines and access full learning opportunities.	PSHE leader
F	Pupils with behaviour or social needs that have fallen behind in their academic achievement Yr1-6	Small group support	By class teachers, SENCo and SLT in partnership	Close contact with parent Phased return for extreme cases	Parental engagement (+3 months) Need to increase confidence and engagement in learning	PP funded	Pupils are able to quickly adapt back into routines and access full learning opportunities.	SENCo PSHE lead Class teacher

3. Wider Strategies

	Identified Pupil Group	Pupil need/s	How were pupil need/s identified?	Chosen action / approach	Evidence and rationale for this choice	Cost	Desired Outcome and how/when it will be measured	Staff Lead
A	Pupils and parents anxiety on returning to school	Mental health and anxiety support	Through the safeguarding / attendance officer Social worker	Individual support from teacher or pastoral support if in their bubble Refer pupil to SENCo for external support	Some parents and carers reporting to have anxiety issues	PP funded	Additional support available to break down anxiety and ensure pupil attendance	LL
B	Parents unable to work and struggling as financially as a result of COVID	Deprivation and financial difficulty	Safeguarding officer conversations and ongoing support	Continue to provide uniform from school funds, and food from the local food bank	'Maslow's Hierarchy of Needs' / Pupil Premium research: Children not coming to school hungry and in the right uniform has a negative impact on self-esteem and concentration. Without providing pupils with the basics then they can't access learning.	PP funded	Pupils are ready to learn, concentration is increased and pupils have good self esteem	CB
During lockdown:								
C	Disadvantaged pupils who don't have stationery and resources for completing work from home	Deprivation and financial difficulty	Safeguarding officer / class teacher through conversations and on-going support	Ensure all families have access to resources to work from home, and laptops where possible	Serving households in the lowest 10% in the country. Multi occupancy households. High drug and alcohol abuse in area http://dclgapps.communities.gov.uk/imd/iod_index.html# 30% of pupils at the school are PP. Families don't have digital equipment and not all can access the internet for sustained periods of time. These lack of resources make it difficult for continued learning to take place.	Text books £4,000 Use existing school laptops	All pupils are able to access home learning if having to self-isolate and continued learning can take place.	CB
D	Vulnerable families, including CP, Child in Need, and parents on shift work	Safeguarding	Staff know children and have a 'watch' list	Safeguarding/pastoral team contacts vulnerable pupils as per rota	Staff have good local knowledge and know the families 80 vulnerable families identified	PP funded	All concerns reported and acted upon Pupils are safe during lockdown	
E	Vulnerable families and parents on shift work	Established routines for home learning	Staff know children and have a 'watch' list	Provide a suggested timetable of work, and resources Regular phone calls to support learning and feedback on completed work	Only 50% of pupils engaged in daily home learning during whole school lockdown		All pupils engaged in home learning during lockdown	