

## School Planning 2020-21 and Catch Up Premium

### School Planning 2020-21

In order to support schools with school planning whilst we are in a world pandemic, the Education Endowment Foundation (EEF) has produced two help guidance documents:

“The EEF guide to supporting school planning – A tiered approach to 2020-21”

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/The\\_EEF\\_guide\\_to\\_supporting\\_school\\_planning\\_-\\_A\\_tiered\\_approach\\_to\\_2020-21.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf)

and

“Covid-19 support guide for schools”

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Covid-19\\_support\\_guide\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)

These documents suggest schools plan using a tiered approach with respect to school improvement and also with respect to planning how to support children to catch-up.

“Catch-up” in this context refers to the children learning the main aspects of the curriculum they missed when they were in the first lockdown (March-August 2020.)

This, aforementioned, tiered approach describes 3 tiers and the areas of provision within the tiers which schools they suggest should be focussed on to have the greatest impact this year.

*(The green text are the areas within the “The EEF guide to supporting school planning” and the red text are those areas detailed in the “Covid-19 support guide for schools.”)*

Tier 1 – *Teaching (High-quality for all, effective diagnostic assessment, supporting remote learning and focussing on professional development.) Teaching and whole school strategies (Supporting great teaching, Pupil assessment and feedback and Transition support)*

Tier 2 – *Targeted academic support (high quality one to one and small group tuition, teaching assistants and targeted support, academic tutoring, planning for pupils with SEND.) Targeted approaches (One to one and small group tuition, Intervention programmes and extended school time)*

Tier 3 – *Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times) Wider strategies (Supporting parent and carers, access to technology and summer support)*

### Catch Up Premium

The Government has allocated funding to each school to support “Catch-up”

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#use-of-funds>

This DfE guidance states:

*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](#).*

### CATCH UP PREMIUM for our school

Our school has been allocated a total of £16,400 for this academic year and this is financial split £9,567 paid within this financial year and £6832 paid in the next financial year.

The DFE guidance on catch-up premium references the two school planning documents so we as a school have decided to use the tiers to support our decision-making with respect to how we spend our catch-up premium. The decisions are also guided by the school’s vision and our determination to ensure all our children “catch-up” and we do not allow this pandemic to adversely affect any of our children’s academic or emotion development.

The steps so far:

1. Focus on settling children back into their routine (some of them new) on their Return to School
2. Delay the baseline assessment of children’s knowledge and understanding in RWM until late October 2020
3. Support the emotional needs of the children through allocation a pastoral role to a member of staff – each class has at least 1 session (1hour) per week to improve confidence in small groups of children identified by their class teacher
4. Staff focus on the Reading, Writing and Maths (RWM) skills of the children
5. Purchase of resources to support Reading, Writing and Maths (RWM) skills of the children
6. Utilisation of the PSHE schemes of work to support the children’s return to school
7. Utilisation of the outside environment to support the children’s return to school

Date	Reason	Cost
July 2020	Purchase of Lancashire English Scheme of Work Bridging Units	£180
July 2020	Purchase of White Rose Maths Scheme of Work Catch Up Units	£99
22/10/20 23/10/20	Supply costs to cover DHT / assessment lead release time to allow for analysis of baseline data (12/10/20) for each cohort and compare with Spring 1 2020 assessment data then produce suggested focusses for children in each cohort from 2/11/20	£291
2/11/20 to 11/12/20	Supply cover for class teachers to deliver catch up provision in Year 1, Year 2 and Year 3 (1 afternoon per class per week)	£1,311.30
2/11/20 to 11/12/20	Supply cover for class teachers to deliver catch up provision in Year 4, Year 5 and Year 6 (1 afternoon per class per week)	£1,662.30
November 2020	Purchase of a mobile Flow Wall for use in the EYFS outside provision to support C&L in the Reception Class and to enhance science learning throughout the school.	£1,900
January 2021	Additional subscription for Oxford Owls online reading scheme	£450
March 2021	2 x Supply cover for class teachers to deliver catch up provision (1 afternoon per class per week)	£1,253
April to June 2021	2 x Supply cover for class teachers to deliver catch up provision (1 afternoon per class per week)	£2,432
May 2021	White Rose Maths subscription to continue work with bridging units	£120
June 2021	LPDS English subscription to continue work with bridging units	£450