



Catch-up Premium Plan

School	Bickley Primary	Allocated Funding	£33,000
Headteacher	Liz Blake	Allocated Hours	23 hours per week

Please note: This plan will be subject to change in line with on-going assessments.

Funding allocation:

Schools' allocations have been calculated on a per pupil basis, providing each school with a total of £80 for each pupil. Funding will be provided in 2 tranches over Autumn and Spring. 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

Schools should use the funding for specific activities to support their pupils to catch up for lost teaching over the previous months. These activities are set out in the DfE guidance on curriculum expectations for the next academic year and the Education Endowment Fund School Planning Guide.

Accountability and Monitoring

School leaders must be able to account for how the money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible....including setting out their plans for and use of catch-up funding. (DfE guidance - Coronavirus (COVID-19) catch-up premium)

Issues identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)

Reading

- Phonics in Year 1 - Phase 3 - 4 sounds – CVC / CCVC / CVCC words and tricky words. Help to blend and segment
- Decoding and fluency for small number of pupils who didn't read during school closure
- Comprehension skills such as information retrieval / inference and deduction, etc, for pupils who didn't read during school closure

Writing

- Recognising sentence boundaries and using sentence punctuation for KS1 pupils who did not fully engage in home learning
- Handwriting at KS1
- Spelling of HFW
- Using a wider range of punctuation at KS2
- Fully understanding the concept of a sentence and using a wider range of sentence types at KS2
- WRITING STAMINA!

Maths

- Number bonds and instant recall
- Multiplication and Division Facts and instant recall
- Yr 2 / 3 - Place value and basic addition and subtraction calculating skills, focusing in particular, on using known facts, such as number bonds, doubles etc
- Using all four operations confidently, recalling times table facts and mental arithmetic

Science – Covering the areas of science missed that won't be re-covered. These have been identified and a plan made for how they will be covered, including a science week in November.

Wellbeing

- FLO and CTs are working with pupils and families identified as not engaging with home learning or where home learning was challenging
- FLO supporting a number of families with bereavement, separation, establishing routines, etc.
- Small number of pupils returned in September and then in March with increased anxieties around separation and hand-washing – FLO has supported the pupils and their families
- Some Reception pupils need additional support as they have not been to pre-school for a while

- Some staff finding changes around shorter lunchtimes / cleaning / introduction of Google Classroom, etc, more challenging than others. Need to support staff alongside them understanding that these changes are necessary

**Targeted Strategies i.e. Structured interventions, small group tuition, 1:1 support
Intended Impact: All pupils make at least 3APS progress from their July 2020 target**

Year Group	Number of pupils	Areas of learning
Reception	4	Phonics – Phase 2 and 3 sounds – blending and segmenting CVC words
	4	Phonics – Phase 2 and 3 sounds – blending and segmenting CVC words
1	5	Phonics - Phase 3 - 4 sounds- CVC, CVCC, CCVC words and tricky words. Help to blend and segment
	5	Phonics - Phase 3 - 4 sounds- CVC, CVCC, CCVC words and tricky words. Help to blend and segment
	5	Phonics - Phase 3 - 4 sounds- CVC, CVCC, CCVC words and tricky words. Help to blend and segment
	4	Phonics - Phase 2/3 phonics and applying these to blending
	1	Phonics – Phase 2
	1	Phonics and reading – Phase 2 and 3
	7	Maths – simple arithmetic and applying this in other aspects of maths. Instant recall of number bonds to 20 and using this.
	6	Maths – simple arithmetic and applying this in other aspects of maths. Instant recall of number bonds to 20 and using this.
	4	Maths – simple arithmetic and applying this in other aspects of maths. Instant recall of number bonds to 20 and using this.

2	3	Phonics Intervention - to secure phase 3/5 digraphs and work on blending and segmenting
	4	Phonics Intervention - to secure phase 3/5 digraphs and work on blending and segmenting
	2	Maths - Maths - Number facts, partitioning, adding, subtracting, problem solving and reasoning
	6	Maths - Maths - Number facts, partitioning, adding, subtracting, problem solving and reasoning
	5	Writing – Use of punctuation and understanding what is and isn't a sentence
	6	Writing - handwriting combined with sentence structure
	4	Maths - number facts (bonds to 10), basic addition and subtraction using a number line/manipulatives, counting in 2s, 5s and 10s
	4	Writing – Writing in a range of sentences
	3	Handwriting Intervention - Extra support beyond class handwriting lessons with forming all letters and then starting on the joins
3	3	Maths – Number bonds, TTs, PV – 1 more and less, 10 more and less and 100 more and less. Doubling and halving and quick fire calculations.
	5	Writing – sentence structure and understanding what a sentence is, punctuation, tenses and editing skills.
	5	Writing – sentence structure and understanding what a sentence is, punctuation, tenses and editing skills.
	5	Maths – Number bonds, TTs, PV – 1 more and less, 10 more and less and 100 more and less. Doubling and halving and quick fire calculations.
	2	1-2-1 support from the Reading Doctor
	5	Reading comprehension support from teacher returning from maternity working 2 days a week to lead catch-up programmes until July '21
	5	Maths support from teacher returning from maternity working 2 days a week to lead catch-up programmes until July '21
4	4	Reading comprehension – interrogating the text to enhance understanding
	4	Reading comprehension – interrogating the text to enhance understanding

	7	Writing – SPAG – revision of word classes and different types of sentence. Embed understanding of what a sentence is and sentence boundaries.
	5	Maths – problem-solving – reading the question and working out what to do. (from teacher returning from maternity working 2 days a week to lead catch-up programmes until July '21)
	2	1-2-1 reading support from The Reading Doctor
	6	Writing – SPAG – revision of word classes and different types of sentence. Embed understanding of what a sentence is.
5	6	Maths – Pre-teaching of what's being covered in class
	6	Writing – SPAG – revision of word classes and different types of sentence. Embed understanding of what a sentence is.
	3	Writing – SPAG – revision of word classes and different types of sentence. Embed understanding of what a sentence is.
	4	Maths - Revision of the four operations, identifying which operations to use when problem-solving (Maths vocabulary)
	3	Reading – 1-2-1 support from the Reading Doctor
	5	Reading comprehension support (from teacher returning from maternity working 2 days a week to lead catch-up programmes until July '21)
6	4	Maths – Pre-teaching of learning in class
	4	Maths – Pre-teaching of learning in class
	3	SPAG – Word classes and correct use of a range of punctuation
	9	Maths – confidence + basic operations
	2	Reading and SPAG -
	1	1-2-1 reading support from the Reading Doctor

We would also like to employ a teacher to work for 6 hours for 1

day a week and take 6 different groups – this would cost £1,440 with on-costs

Total Hours Autumn 2020 Allocated cost from Catch Up Grant Autumn 2020	144 (+ 36) £4,614 (including oncosts) (+ £1,440 = £6054)
Total Hours Spring 2021 Allocated cost from Catch Up Grant Spring 2021	Reading Doctor – £2400 for Spring Term Teacher returning from maternity leave 2 days a week for catch-up support - £6,363

Wider Strategies i.e. Wellbeing, Behaviour, Attendance

Year Group or Targeted Group	Baselines	Actions (include by whom and when)	Intended impact	Hours/Cost
All Year groups		INSET session led by PHSE subject leader for all staff on September 2 nd to ensure that all classes do the following daily:	All children <ul style="list-style-type: none"> • Feel safe 	Jigsaw - £2000

from Yr 1 – Yr 6		<ul style="list-style-type: none"> - Have time to talk session - Mindfulness / meditation session - Worry Box - Personal diary session - Recovery package from 'Jigsaw' 	<ul style="list-style-type: none"> • Feel part of the class by reconnecting and bonding • Are able to share their experiences and concerns if they want to in a way that feels comfortable to them 	
KS2		Continuing with Trailblazer Project to support vulnerable pupils from Yrs 5 to 6 to ensure they are ready to cope with transition to secondary school. Now picking up pupils who have developed anxiety during school closure	All Year 5 and Year 6 pupils are supported with dealing with their anxieties and concerns about school and home so that they have the best chance of making a successful transition to secondary school	
Yr 1 – Yr 6		Year group assemblies each week focused on current issues related to Covid and supporting each other, and school values	Although year groups are in bubbles, all pupils in the school are hearing the same messages which all focus around school values and working as a community to support each other during a challenging time	
Staff		Every staff meeting includes a review session of how things are going and an opportunity to make changes where necessary	Staff feel included in decision-making and feel that their voice is listened to	
Total Hours Autumn 2020 Allocated cost from Catch Up Grant Autumn 2020				£2000
Total Hours Spring 2021 Allocated cost from Catch Up Grant Spring 2021				

Whole School Strategies i.e. Reading, Metacognition, PiXL

Year Group	Baselines	Actions (include by whom and when)	Intended impact	Hours/Cost
Yrs 1 - 6		<p><u>PiXL</u> Teachers will compile PLC for all intervention groups. Staff leading these groups will access the associated therapies from the PLC. They will assess the children and complete the RAG rating. Once they have reached 'Dark Amber', class teachers will ensure opportunities for children to demonstrate skills, knowledge and understanding are planned for in class. Evidence in books or in class will be used for the class teacher to RAG rate as 'Green' indicating learning is secure. TA training will be needed to ensure everyone uses the PLC correctly and that class teachers have clear oversight of the intended teaching and learning within catch up sessions.</p>	Pupils will make accelerated progress in identified areas and will be working at ARE	PiXL - £2,675
Yrs 1 - 6		All classes to do a whole class Reading Comprehension twice a week from 'Cracking Comprehension.'	To boost reading comprehension skills and higher level reading skills.	£900
Whole school CPD		INSET day on 'Cognitive Load Theory' – external speaker to explain how we can support children to move more information from short term to long term memory.	More children retain more information.	?? £850?

Total Hours Autumn 2020 Allocated cost from Catch Up Grant Autumn 2020	£4,425
Total Hours Spring 2021 Allocated cost from Catch Up Grant Spring 2021	

The following is for the autumn term only:

Summary Catch-up Grant Allocation 2020-21		
Strategy	Hrs	Cost
Targeted	180	£6084
Wider		£2000
Whole School		£4,425
Total		£12,509