



TGPS Catch-Up Premium Strategy 20-21



The Coronavirus (COVID-19) catch-up premium is additional funding that the Government has made available during the 2020-21 academic year to all schools. This fund is for schools to use to support where pupils' learning and wellbeing have been impacted by school closures and subsequent disruption due to the pandemic.

Amount Received

The funds (£80 per pupil) are allocated to all schools on a 'per pupil basis' for all pupils in Reception through to Year 11. For the 2020-2021 academic year, The Grange Primary School has been allocated £30,000.

Schools are free to spend the Coronavirus catch-up premium as appropriate based on the particular needs of their pupils and the professional judgement of teachers and school leaders. As with all government funding, school leaders and governors must be able to account for how the additional funding is being used and are expected to evaluate and monitor the impact of different approaches. Therefore, the impact and spending strategy for this catch-up premium will be reviewed at every Governor School Improvement Committee meeting throughout the 2020-2021 academic year.

Schools should use this funding for specific activities to support pupils to catch up for lost teaching time over the previous months. To support schools to make the best use of the funding, the Education Endowment Foundation (EEF) has published a support guide:

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools>

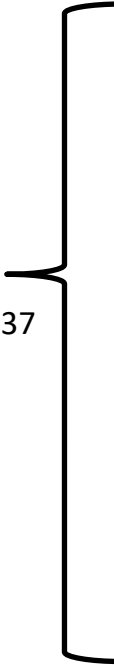
The EEF suggests the following summary of best practice:

Overall strategy	Specific strategy
Teaching and whole-school strategies	<ul style="list-style-type: none"> ● Supporting great teaching ● Pupil assessment and feedback ● Transition support
Targeted approaches	<ul style="list-style-type: none"> ● 1:1 and small group tuition ● Intervention programmes ● Extended school times
Wider strategies	<ul style="list-style-type: none"> ● Supporting parents and carers ● Access to technology ● Summer support

The following table documents the planned provision for The Grange Primary School, 2020-2021.

Overall strategy	TGPS Specific strategies for recovery	Cost
Teaching and whole-school strategies <ul style="list-style-type: none"> ● Supporting great teaching ● Pupil assessment and feedback ● Transition support 	All subjects <ul style="list-style-type: none"> ● Revision of staffing within bubbles to ensure that there is a member of the Pastoral and Senior Leadership Team, along with appropriate distribution of learning assistant support across all. ● Revision of the school timetable to allow specific time allocation for targeted curriculum catch up across the foundation subjects ● Curriculum gap analysis carried out by all subject leads - long term plan identified by subject leads to plug gaps over time ● Staff meetings and training to support with gap analysis and how to address gaps subject by subject 	

	<ul style="list-style-type: none"> ● Subject leads to track progress - data analysis and individual pupil tracking ● Gaps analysis completed to tailor personalised support to individual pupils. ● Key Stage meetings to identify progress ● Transition meetings between year groups to support the addressing of gaps ● Baseline assessments to ensure that pupils who have 'more' gaps in their learning are prioritised for support. (photocopying costs & staff time) <p>English</p> <ul style="list-style-type: none"> ● Sounds Write Training to enable all teachers to support with gaps in phonics in their classes ● Reading training for KS1 and KS2 reading leads - assessment in reading ● Reading mentor training for reading leader ● Purchase of reading stage books to support stocks while books are having to be quarantined before returning to the shelves. ● Restructuring of guided reading ● Jump start resources to be used at the start of each english lesson ● Reorganisation of reading books to enable access to library books ● Attending English Hub meetings and conferences throughout the year to support catch up <p>Maths</p> <ul style="list-style-type: none"> ● Investment in White Rose Maths to support the recovery curriculum for maths ● White Rose Flashbacks to be used at the start of each Maths lesson ● Daily arithmetic practise to reinforce basic maths skills. ● Problem of the week to provide frequent opportunity for pupils to apply their learning. ● Attending Maths Hub meetings and conferences throughout the year to support catch up <p>Pastoral</p> <ul style="list-style-type: none"> ● PSHE resources (Presley Pug) providing pupils with strategies to cope with 	<p>£1,500</p> <p>£268</p> <p>£139</p> <p>£120</p>
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	<p>negative emotions.</p> <ul style="list-style-type: none"> ● Mental Health Champions CPD: additional training to support knowledge and understanding of: <ul style="list-style-type: none"> ○ Youth Mental Health Awareness ○ Anxiety Forum Training ○ Wellbeing for Education Return ● Daily breathing techniques - Creative Therapy ● Anxiety forums held to support staff ● Whole School approach during class assemblies/ circle time; (using trauma informed resources), to provide children the opportunity to talk about the impact of the pandemic on them and for staff to model additional coping strategies 	£150
<p>Targeted approaches</p> <ul style="list-style-type: none"> ● 1:1 and small group tuition ● Intervention programmes ● Extended school times 	<p>All subjects</p> <ul style="list-style-type: none"> ● Additional teacher in Y6 to lead allowing more time for 1:1 instruction where required. ● Additional teacher in Y3 to support with transition from KS1 to KS2 ● Additional learning assistants to support with catch up. ? <p>English</p> <ul style="list-style-type: none"> ● Small group and 1:1 interventions run by teachers and learning assistants to plug pupils' gaps in phonics (KS1 and KS2) ● Precision teaching 1:1 to address gaps in spelling ● Paired reading 1:1 to support reading in KS1 ● Reciprocal reading groups in KS2 (small group) to address gaps in reading (learning assistant intervention) ● Echo reading small group intervention KS2 to address gaps in reading (teacher intervention) ● SALT interventions in Foundation Stage through to KS2 	<p>£27,237</p> 

	<p>Maths</p> <ul style="list-style-type: none"> ● 1:1 online tuition for a group of children for Maths in Y6 - Third Space Learning ● Small group and 1:1 interventions run by teachers and learning assistants to plug pupils' gaps in maths based on gap analysis <p>Pastoral</p> <ul style="list-style-type: none"> ● Trained counsellor (learning assistant) leading 1:1 sessions with selected pupils requiring intervention support. ● 1:1 support for vulnerable pupils with emotional needs through sensory circuit breaks ● 1:1 support through enrichment activities for vulnerable children - links with Premier Sport 	£1,600
<p>Wider strategies</p> <ul style="list-style-type: none"> ● Supporting parents and carers ● Access to technology ● Summer support 	<ul style="list-style-type: none"> ● Phone calls to check in on vulnerable families weekly ● Chromebooks and ipads sent home to children to support with remote learning ● Google classrooms for remote learning - all staff, including learning assistants, have been trained to use this. Children have been trained on how to use this resource in preparation for any bubble closure. ● 1 teacher trained to be a certified level 1 google educator ● Paper work packs provided for children who have no access to the internet for online learning ● End of Key Stage SATs Books provided for Y2 and Y6 	<p>£150</p> <p>£390</p>
TOTAL		£31,554

How we will measure the impact of the COVID catch-up premium

We use a range of approaches to collect, collate and analyse data on pupil progress, including measuring the impact of the above interventions on attainment through progress meetings and annual reviews. We use a range of assessment materials, including White Rose, Miscue analysis, statutory assessments and ongoing formative assessment to help make our summative assessment judgements and inform progress on a termly basis.