



Coronavirus Catch Up Premium

School Level Overview

Context of the Funding

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in reception through to 11. Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

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.

Best Practice Guidance Considerations

The EEF COVID-19 Support Guide for Schools highlights two key areas to focus upon when allocating the Catch Up Premium Funding.

Teaching and whole-school strategies

We believe that for our school, our children and circumstances the main area to focus upon and address is high quality teaching for all. As such the funding has been used in relation to two main areas identified by the EEF guidance:

1. Supporting great teaching
2. Pupil assessment and feedback

Targeted Support

Further to teaching and whole-school strategies we believe our children will benefit from focussed support. As such the funding has been used in the below are identified by the EEF guidance:

1. One to one and small group tuition
2. Targeted interventions

School Allocation

School	2020-21 One Off Allocation
Oxbridge Lane Primary School	£29,433

Planned Expenditure

Focus 1 Teaching and Whole School Strategies		Budget Allocation: £749
Desired Outcome	Chosen Approach	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed
Improve whole school teaching so that there is quality first teaching in all classes. Teaching staff are supported by evidence-based CPD.	WalkThrus (Evidence based) CPD Package - £350 Research Informed Teaching in Action CPD - £99 Resources £300	From baseline assessments, children will make rapid progress as a result of improved teaching practice in the classroom. Gaps identified at each assessment point will have narrowed.

Focus 2 Targeted Support		Budget Allocation: £28,784
Desired Outcome	Chosen Approach	How the effect of this expenditure on the educational attainment of those pupils at the school will be assessed
Children who need to catch up in reading fluency are able to read age appropriate texts fluently by the end of the summer term. (1:1/ small group intervention/tuition).	Target children who have been identified as falling further behind in reading. Appointment of a part time teacher to target reading fluency in lower KS2.	Fluency assessment to be conducted each half term. Low stakes, ongoing assessment. Progress in children's reading ability demonstrated through the texts they are reading.
Children are identified and gaps in learning are rapidly addressed so that they do not fall further behind. (1:1/ small group intervention/tuition).	Same-day in class intervention delivered by additional teacher. Appointment of part time teacher to target gaps in children's learning following teacher assessment for learning.	Low stakes, ongoing assessment demonstrates that gaps in individual pupils' core subject knowledge and application are closing.
Target children in year 3, 4 and 5 for accelerated progress and improved fluency in maths by the end of the summer term. (1:1/ small group intervention/tuition).	Appointment of a part time teacher to boost children's knowledge and application of times tables and arithmetic methods in KS2.	Times tables assessment to be conducted half termly. Low stakes, ongoing arithmetic tests to inform teaching and identify areas of progress made for individual children.

<p>Children who have fallen furthest behind receive additional intervention to catch up in core subjects – they make rapid progress and narrow the attainment gap across the Spring Term.</p>	<p>Teaching assistant to target individual children who have fallen furthest behind.</p>	<p>Core subject teacher assessment. Ongoing low stakes assessment. Ongoing teacher assessment for learning.</p>
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