

Catch-Up Premium Expenditure Plan
September 2020
Griffe Field Primary School

Overview

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit.

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.

Funding allocation

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

Use of funds

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.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way. This could include, for example:

- small group or one-to-one tuition (particularly through the National Tutoring Programme)
- summer programmes to help re-engage pupils or extra teaching capacity from September

To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](#). This will provide further guidance on how schools should implement catch-up strategies when they return in September and supporting case studies to highlight effective practice.

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Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. As such, all DDAT schools need to complete the individual expenditure plan below and submit this to the CEO prior to funding being released.

The [guidance on full opening](#) sets out that Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding.

Ofsted currently plan to resume routine inspections in January 2021, with the exact timing being kept under review. When routine inspections restart, Ofsted will make judgements about the quality of education being provided, and that will include how leaders are using their funding (including catch-up funding and remote learning) to ensure the curriculum has a positive impact on all pupils.

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School name:	Griffe Field Primary School
Academic year:	2020-2021
Total number of pupils on roll:	439
Total catch-up budget:	£34,960
Completed by:	Emma Mitchell
Date of review:	Dec 2020/April 2021/July 2021

Summer 2020 Catch-Up Actions Completed

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<i>To deliver 'Summer School' catch-up for targets pupils in all year groups from Nursery – Year 5.</i>	To develop confidence to ensure a smooth start to school in September.	Pupils and parents will have confidence in the return to school after lockdown. Attendance in September will be high and	£3954.54		Parents were incredibly grateful and positive about this phased return to school. Pupils were targeted /picked by class teachers to maximize the positive impact. Anxious/nervous pupils were invited to alleviate worries and

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	<p>To introduce pupils to the new systems and routines in school.</p> <p>To develop team skills and cooperation skills.</p> <p>To re-establish friendships and relationships.</p>	<p>comparable to previous years.</p> <p>Children will be related and positive about their return to the classroom.</p> <p>See pupil questionnaires.</p>			<p>concerns about coming back to school.</p> <p>This initiative had a significantly positive impact on pupils and families.</p>
Total spend: £3954.54					

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Whole school support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
<p>To purchase Jigsaw. (A PSHE scheme to support and develop current good practice.)</p>	<p>To prioritise mental health and well-being. To building relationships. To develop resilient. To rebuild the school community and sense of team/belonging. To re-establish British Values within school.</p>	<p>To highlight mental health and well-being as the children return to school. To re-establish relationships and give children a voice to talk about their experiences, worries and achievements. To teach mindfulness across the school to support the pupils to live in the moment and not worry about lockdown. To ensure pupil well-being and mental health is supported confidently across the whole school.</p>	<p>£2706.00 (Plus additional characters and a chime for each class £453.00</p>		<p>The positive impact can be seen already. Children are using the Jigsaw characters to discuss their feelings and share worries and positives. Assemblies have also embedded whole school themes as well as the mindfulness techniques within Jigsaw.</p>

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<p>To purchase Ruby's Worries (one per class Nursery to Year 5) to support our Recovery Curriculum.</p>	<p>To develop confidence to talk about worries. To develop strategies to deal with and reduce worries.</p>	<p>Pupil confidence developed. Normalizing 'worries'. Whole school community and team will be developed through the studying of a single book from Nursery to Y5.</p>	<p>£90.87</p>		<p>All children returned to their current class teacher and their current classroom to minimize anxiety and support mental health and well-being. Parents were very supportive of this decision. This book was studied as part of our Recovery Curriculum.</p>
<p>To purchase books to support the Recovery Curriculum plan.</p>	<p>To develop confidence to talk feelings. To identify their own feelings. To improve mental health and well-being.</p>	<p>To develop confidence, resilient when facing difficult times as well as bereavement. To develop positivity.</p>	<p>£118.86</p>		<p>The Recovery Curriculum was written in line with our whole school approach to learning and whole school learning.</p>
<p>To purchase books to support the Jigsaw scheme.</p>	<p>To identify with our school community and different families and different backgrounds.</p>	<p>To maximize the impact of the new PSHE scheme and associated learning.</p>	<p>£92.89</p>		<p>Resources available to support teaching and learning.</p>

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<p>To purchase an additional stage of the reading scheme to meet the needs of lower on entry reading skills.</p>	<p>To meet the reading needs of pupils in school.</p>	<p>To accelerate progress and reading confident and engagement.</p>	<p>£591.60</p>		
<p>To purchase additional 'phonics matched books' to diminish to difference after baseline assessment.</p>	<p>To provide targeted support. To increase the number of 'phonics matched books' as the need is greater. To ensure all pupils in Y2, Y1 and Y3 make accelerated progress.</p>	<p>To diminish the difference after baseline assessments. To ensure all pupils in Y1, Y2 and Y3 have the resources required to develop confident readers.</p>	<p>£480.15</p>		
<p>To develop an additional outdoor learning area for Key Stage 1.</p>	<p>To use the outdoors to support/teach missed learning within EYFS. To develop 'Plan, Do, Review' to develop independence and fine and gross motor skills.</p>	<p>Increased independence. Improved team work skills. Improved creativity. Improved resilience.</p>	<p>£1200</p>		<p>The children have missed a significant amount of outdoor learning and EYFS learning and skills. This learning needs to structured and delivered with age related resources to ensure next steps can to achieved.</p>

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<p>To purchase an outdoor learning (orienteeing) package, including training for staff. (Key Stage 1 and 2)</p>	<p>To maximize and use the outdoors. To develop team building and resilience skills. To improve fitness. To develop problem solving skills.</p>	<p>Increased independence. Improved teamwork skills. Improved resilience.</p>	<p>£1650</p>		<p>This initiative links perfectly with the school improvement plan and includes the orienteeing course materials, the setup of the course and whole school training.</p>
<p>To purchase a samba drum class set.</p>	<p>To enhance the music curriculum. (As singing is currently an issue.) To develop composition skills. To develop team work.</p>	<p>Increased musical skills. Knowledge and skills linked to a particular style of musical expression.</p>	<p>£529.95</p>		<p>As a Silver Award School for Music it is important to us as a team to enhance the creativity and use of the expressive arts.</p>
Total spend:			£7913.32		

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Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
To provide targeted typing and Computing skills for EHCP pupils.	To ensure pupils with a EHCP have the knowledge and skills to access remote learning.	Developed skills and confidence. Ability to access remote learning confidently.	£114.95		6 week programme for EHCP pupils. Provision mapping will identify baseline, target and outcomes.
To develop fine motor skills.	To develop lost fine motor skills and improve strength.	Improve fine motor skills and hand strength and manipulation.	£114.95		6 week programme for EHCP pupils. Provision mapping will identify baseline, target and outcomes.
To use targeted small group teaching to diminish the difference in Year 5 Maths.	To diminish the difference in Y5 Maths. To teach core Maths skills. To improve Maths outcomes for pupils.	Improved Maths knowledge, skills and confidence. Baseline assessment-provision mapping impact data.	£114.95 £55.50		6 week programme Formal baseline assessments to be completed wk beg. 12th and 19th Oct. Question level analysis will identify key areas and impact can be assessed from this data.

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<p>To use targeted small group teaching to prepare pupils for the Y4 x tables assessment.</p>	<p>To teach BA Y4 pupils using songs, games and Apps x tables.</p>	<p>Improved knowledge and application of x tables. Baseline assessment-provision mapping impact data.</p>	<p>£114.95</p>		<p>6 week programme Formal baseline assessments to be completed wk beg. 12th and 19th Oct. Question level analysis will identify key areas and impact can be assessed from this data.</p>
<p>To address the phonic needs in Y2 after baseline assessments.</p>	<p>To improve phonics knowledge and application.</p>	<p>Improved phonics knowledge and application. Developed reading fluency. Baseline assessment-provision mapping impact data.</p>	<p>£114.95 £55.50</p>		<p>6 week programme Reading Ages / standardized score <20%</p>
<p>To develop reading comprehension skills in Y3.</p>	<p>To improve reading and comprehension knowledge and application.</p>	<p>Developed reading fluency. Improved comprehension skills. Improved reading confidence. Baseline assessment-provision mapping impact data.</p>	<p>£114.95</p>		<p>6 week programme Reading Ages / standardized score <20%</p>

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<p>To address the phonics needs in Y1 after missed phases in EYFS.</p>	<p>To improve phonics knowledge and application.</p>	<p>Improved phonics knowledge and application. Developed reading fluency. Baseline assessment-provision mapping impact data.</p>	<p>£114.95 £114.95</p>		<p>6 week programme</p>
<p>To address the SPaG needs in Y6 to diminish the difference.</p>	<p>To improve SPaG skills and application.</p>	<p>Targeted teaching to meet the needs of Y6 pupils. Baseline assessment-provision mapping impact data.</p>	<p>£114.95 £114.95 £55.50</p>		<p>6 week programme Formal baseline assessments to be completed wk beg. 12th and 19th Oct. Question level analysis will identify key areas and impact can be assessed from this data.</p>
		<p>Subtotal x1 run of catch up clubs Total (x5 terms)</p>	<p>£1316.00 £6580.00</p>	<p>Catch up clubs will run ongoing during the year at roughly this expenditure each time.</p>	
<p>To use Physical Literacy to improve the core strength and gross motor skills.</p>	<p>To develop core strength and coordination.</p>	<p>Core strength and coordination improvement improves physical well-being. See progress documents.</p>	<p>£1332.09</p>		<p>34 pupils targeted initially after baseline assessment, 15 mins per group (children grouped in class bubbles) 6 week programme. X18 weeks</p>

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Y1 - Targeted 1:1 or small group intervention work.	To improve academic outcomes	Targeted teaching and learning- See year 1 provision map.	£2886		Targeted interventions will be identified on the year group provision map and monitored by the class teachers, Emma Mitchell, Ravi Dulai and Lucy Morton.
Y2 - Targeted 1:1 or small group	To improve academic outcomes	Targeted teaching and learning- See year 2 provision map.	£2886		Targeted interventions will be identified on the year group provision map and monitored by the class teachers, Emma Mitchell, Ravi Dulai and Lucy Morton.
Y3 - Targeted 1:1 or small group	To improve academic outcomes	Targeted teaching and learning- See year 3 provision map.	£2886		Targeted interventions will be identified on the year group provision map and monitored by the class teachers, Emma Mitchell, Ravi Dulai and Lucy Morton.
Y4 - Targeted 1:1 or small group	To improve academic outcomes	Targeted teaching and learning- See year 4 provision map.	£2886		Targeted interventions will be identified on the year group provision map and monitored by

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					the class teachers, Emma Mitchell, Ravi Dulai and Lucy Morton.
Y5 - Targeted 1:1 or small group	To improve academic outcomes	Targeted teaching and learning- See year 5 provision map.	£2886		Targeted interventions will be identified on the year group provision map and monitored by the class teachers, Emma Mitchell, Ravi Dulai and Lucy Morton.
Y6- Targeted 1:1 or small group	To improve academic outcomes	Targeted teaching and learning- See year 6 provision map.	£2886		Targeted interventions will be identified on the year group provision map and monitored by the class teachers, Emma Mitchell, Ravi Dulai and Lucy Morton.
To purchase Toe by Toe	To improve spelling outcomes for targeted pupils.	Targeted highly structured multi-sensory phonetic approach to literacy.	£125		Targeted interventions will be identified on the year group provision map and monitored by the class teachers, Emma Mitchell, Ravi Dulai and Lucy Morton.
To purchase an ipad mini so support SEND pupils.	To use targeted support (including) Osmo to improve collaboration,	Improved confidence.	£300		Osmo to support SEND pupils.

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	create, think critically and communicate.				
To purchase The Word Wasp.	To improve phonics and spelling outcomes for targeted pupils.	Targeted highly structured multi-sensory phonetic approach to literacy.	£125		Targeted interventions will be identified on the year group provision map and monitored by the class teachers, Emma Mitchell, Ravi Dulai and Lucy Morton.
Total spend:			£25 778.09		

Wider support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
To commission Bridge the Gap to train and support parents with pupil mental health.	To provide parents this the skills and knowledge needed to support their children with mental health and well-being.	Positive relationships between parents and pupils. Developed confidence in parents.	£1200		

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<p>To purchase x10 Chromebook to support remote learning for identified pupils.</p>	<p>To ensure identified pupils have access to remote learning. To ensure pupils feel connected and part of the Griffe Field community.</p>	<p>Positive mental health and well-being. Access to remote learning/pupil progress.</p>	<p>£3000</p>	<p>Sadie Coles (Computing Lead)</p>	
Total spend:			£4200		

Summary report

What is the overall impact of spending?
<p>The intended overall impact is to:</p> <ul style="list-style-type: none"> • Support the mental health and well-being of pupils in school. • Re-learn and develop lost skills • Diminish the difference for pupils in regard to lost learning during lock down. <p>All 'academic 'catch up teaching and learning will have baseline data and output data, progress will be monitored.</p>
How will changes be communicated to parents and stakeholders?

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Pupils for the summer school were personally called by class teachers to invite the children and discuss the intension of the opportunity. Targeted learning groups will be run after school; pupils again will be targeted by teachers and parents spoken to individually. Governors will receive the spending plan. Governors will also receive an impact report.

Final comments

Quality first teaching will be evident in all classrooms to enable pupils to improve and develop skills. Baseline data will be compared to the same time last year to identify the actual impact of COVID 19. This impact data will be used to identify next steps and targeted teaching. This data will be shared with staff and governors.

The plan will change and be adapted to meet the needs of pupils and respond to the COVID implications on education during the year.

Additional expenditure to be met using the school budget.

Final spend: £41 845.95

Approved by Local Governing Body:	28th October 2020
Submitted to DDAT:	3rd November 2020
Approved by DDAT:	5th November 2020