



Catch-up Premium (CUP) Funding Plan

Catch-up Premium (CUP) Funding Plan: Upton Junior School

Our vision statement *'Empower children through education: One Childhood One Chance'* provides the framework for education in our school.

We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspect of school life.

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.” (Covid-19 Support Guide for Schools – June 2020)

Funding allocation (Mainstream Schools)

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.

Payments

This funding has been provided in 3 tranches across 2020-21; an initial part payment in autumn 2020, based on the latest available data on pupils followed by a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census.

The second grant payment had taken into account the initial part payment made in autumn 2020 so that schools received a total of **£46.67** per pupil. A further **£33.33** per pupil was paid in the summer term 2021.

Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.



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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](#). (See also [EEF - School Planning Guide 2020-21](#)) Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

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. ([DfE guidance - Coronavirus \(COVID-19\) catch-up premium - updated 27/04/2021](#))

School Overview

Number of pupils in school Y3 – Y6	512
Proportion of disadvantaged (FSM) / PP	(15.4%) PP: 18.35%
Catch-up Premium allocation (No. of pupils x £80)	£ 40,960
Autumn 2020 / Spring 2021 / Summer 2021 Payments	£10,240 / £13,720 / £17,060
Publish Date	Originally Term 1 2020 Updated Term 1 2021
Review Dates	January 2021 Spring term. July 2021. Summer Term

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	October 2021 Autumn Term 2021 Spring Term 2022 Summer Term 2022
Trust / LAB Lead	Mr P Votta

Context of the school and rationale for the strategy (With specific reference to the impact of COVID 19)

- Our proportion of disadvantaged pupils across the school is in line with national average at 15.4% FSM or 79 children in total. (National FSM: 15.4% Jan’2019). Pupil Premium: 18.35%, 94 pupils.
- The vast majority of children from Year 3 to Year 6 engaged with the detailed online learning that the school provided.
- Due to no parental demand our school was fully closed over the summer holiday period which meant that no school based or remote learning took place over the summer break. From a school management point of view this was crucial in terms of teacher workload and their mental health and emotional well being. This allowed for teachers to come back to what will be a very stressful and tiring term in Autumn 2020 with renewed energy and professional focus.
- Term 1 2020 ‘recovery’ & re-establishing expectations for learning & behaviour as well as social skills. Upon re-opening on September 2nd 2020 we had a good response to children coming back to school. Attendance was stable across all year groups upon return. Overall attendance for Week 1 was 97%. Term 2 greatest upheaval due to covid-19 with numerous bubble closures. Term 3 lockdown. Term 4 partial impact of lockdown. Lockdown 3: Remote learning provision strengthened during the third national lockdown. Microsoft Teams 365 provided our online learning platform. Engagement was much higher than 2020. Devices were allocated to all families requesting one. Vulnerable children were prioritised for places in school.
- Term 5 & 6 2021 once again reaffirming expectations & supporting reintegration to school.

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- As a staff we have discussed the need for the use of consistent beginning of year baselines within Reading, Writing and Mathematics. The staff have jointly agreed which baselines they are going to use so that we have standardisation and consistency across all year groups and cohorts. We have agreed that these baselines will be carried out by the end of October 2020. At this point we will discuss as a staff what the baseline results are telling us in terms of which children across year groups have regressed in terms of their learning and then SLT will look at how best to provide support and interventions across Reading, Writing and Mathematics in order to help identifies children to catch up in their areas of identified need.
- Catch up Premium will be targeted to provide this support and intervention using the following funding amounts:
Overall 2020/2022: £40,960

Barriers to future attainment

		Barrier	Desired outcome
Teaching priorities	A	Staff need to ensure all children are settled back in to school and feel happy and safe. Our expectations and B4L will need to be reintroduced. Rules and routines will also need to be embedded. This will be carried out through a curriculum that is heavily focused on PSHE. New rules to be introduced and embedded	Calm, focused and safe learning environment allowing children to meet expectations for conduct and behaviour for learning. All staff use language of the Upton Way and rules and expectations are clear and understood by all children. Appropriate support in place for children with barriers to meeting expectations
	B	To focus upon strategies and support which develop greater resilience and social skills, as well as self confidence in our children. (To be continued 2021/22)	Improvement in children’s resilience, social skills and self-confidence by the end of summer term 2022 Renewal of wellbeing approaches and strategies – Rainbow Room, targeted intervention from Learning Mentors, resources to support emotional wellbeing and social skills Structure of play and equipment used to support social interaction Indoor lunchtime opportunities to support vulnerable children effectively Sports Partnership Project invited in to carry out 4 x Year 3 after school clubs to work on social skills and resilience –option to be explored -

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	C	Gaps in learning of the pupils because of their different experiences during the lockdown period.	Focus on quality first teaching and assessment for learning to carefully assess and plan for groups of children. Introduce appropriate and tailored intervention to targeted children and groups. RWI groups – to close gaps for children’s phonic knowledge, particularly in Year 3
Targeted academic support	D	To use formative and summative assessment (and staff training) to carefully plan for QFT and intervention	Identify where the specific gaps are and plan to teach / precision teach to them. Use recap sections of lessons effectively. Teachers continuously assess to inform decisions on curriculum and intervention groupings / learning groupings
	E	Some pupils may have had limited access to reading materials during the summer term and therefore, their reading fluency and comprehension skills may be lower than expected.	Raise the profile of books and reading across the school and curriculum. Curriculum includes full range of reading skills to ensure that children are immersed in their reading. BRS and Phonics support in place to support lowest achievers
Wider Strategies	F	Some pupils may struggle to settle back into school and class routines and may have a limited concentration due to COVID 19 and lack of structured learning experiences since school closures	School ethos and culture of calm and safe environment created by all through use of consistent language and enforcing expectations and rules. Children are supported and listened to in order to overcome any barriers to their meeting expectations. This is provided through assemblies, blocked PSHE time (and tailored PSHE resources) as well as support and resourcing of emotional wellbeing

Teaching priorities for current academic year i.e. Professional development and support .

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
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A	<p>Staff need to ensure all children are settled back in to school and feel happy and safe. Our expectations and B4L will need to be reintroduced. Rules and routines will also need to be embedded. This will be carried out through a curriculum that is heavily focused on PSHE</p>	<p>Calm, focused and safe learning environment allowing children to meet expectations for conduct and behaviour for learning. All staff use language of the Upton Way and rules and expectations are clear and understood by all children. Appropriate support in place for children with barriers to meeting expectations</p>	<p>Children’s books. Behaviour logs. Staff will be placed in classes to offer the support and interventions needed. Additional learning groups in each year group to provide the support. One TA per learning group.</p>	<p>X 8 teachers Consistent visual resources in all classrooms Resources to support B4L and wellbeing</p>	<p>September-behaviour logs Vulnerable children records</p>	<p>KL DW</p>	<p>Spring / Summer Evaluation</p> <p>Additional TAs employed- this enabled every class to have a TA, therefore adult to child ratio 1:11 children. More focused groups and targeted support.</p> <p>Learning mentors x 2- pastoral support for 1:1 and small groups. Focusing on counselling, lego therapy, play therapy, transition and talk time. Leuven scale used to show impact.</p> <p>PSHE curriculum allowed the children to settle back very well.</p> <p>Autumn 2021:</p>
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B	To focus upon strategies and support which develop greater resilience and social skills, as well as self confidence in our children	Improvement in children’s resilience, social skills and self-confidence by the end of summer term 2022 Renewal of wellbeing approaches and strategies – Rainbow Room, targeted intervention from Learning Mentors, resources to support emotional wellbeing and social skills Structure of play and equipment used to support social interaction Indoor lunchtime	Behaviour records, intervention records (learning mentors) Boxhall profiles Children’s learning outcomes	Resourcing play and emotional support / lunchtime structures	Behaviour records and intervention records	KL DW CC	Autumn 2021:
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		opportunities to support vulnerable children effectively Sports Partnership Project invited in to carry out 4 x Year 3 after school clubs to work on social skills and resilience – option to be explored -					
C	Gaps in learning of the pupils because of their different experiences during the lockdown period.	Focus on quality first teaching and assessment for learning to carefully assess and plan for groups of children. Introduce appropriate and tailored intervention to targeted	Summer assessments, regular RWI assessments for Y3 T2 data pull and pupil progress meeting records and actions SEN intervention records	Appropriate Support staffing across all year groups Teacher staffing for additional year groups	Data tracking	KL DW JJ CC	<p>Spring / Summer – Data shows accelerated and rapid progress but attainment gaps, particularly in English and writing. Disadvantaged children have greater gaps in learning although trends are inconsistent</p> <p>Autumn 2021:</p>

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		children and groups. RWI groups – to close gaps for children’s phonic knowledge, particularly in Year 3					
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Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
D	To use formative and summative assessment (and staff training) to carefully plan for QFT and intervention	Identify where the specific gaps are and plan to teach / precision teach to them. Use recap sections of lessons effectively. Teachers continuously assess to inform decisions on curriculum and intervention groupings / learning groupings	Data tracking and pupil outcomes	Resourcing and staffing interventions and QFT Staff training materials and literature	Summer data	KL DW JJ	<p>spring, summer – Data showed significant gaps and inconsistent trends associated with these gaps.</p> <p>Focus on QFT must be on personalising learning in response to A4L and teacher ownership of provision.</p> <p>Autumn 2021:</p>

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E	Some pupils may have had limited access to reading materials during the summer term and therefore, their reading fluency and comprehension skills may be lower than expected.	Raise the profile of books and reading across the school and curriculum. Curriculum includes full range of reading skills to ensure that children are immersed in their reading. BRS and Phonics support in place to support lowest achievers	Reading data and tracking	Resourcing and appropriate literature across the school	Summer data	KL DW GS	<p>spring, summer – reading at home has become an issue – lack of regularity and consistency</p> <p>School is not literature rich and book corners need to be reintroduced and used as part of the curriculum</p> <p>UBBC needs to exploit reading and book opportunities</p> <p>Autumn 2021</p>
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Wider strategies i.e. Behaviour approaches, mental health and social/ emotional support..

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
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F	Some pupils may struggle to settle back into school and class routines and may have a limited concentration due to COVID 19 and lack of structured learning experiences since school closures	School ethos and culture of calm and safe environment created by all through use of consistent language and enforcing expectations and rules. Children are supported and listened to in order to overcome any barriers to their meeting expectations. This is provided through assemblies, blocked PSHE time (and tailored PSHE resources) as well as support and resourcing of emotional wellbeing	Behaviour records, intervention records. Boxhall profiles	PSHE and Upton way / rules resourcing Wellbeing training MHFA training for key staff	Behaviour log – term 1	KL DW IR	<p>spring, summer – resilience has improved but can be variable. Identified children will require additional support – especially after ‘unknown’ of summer break.</p> <p>PSHE to be blocked, wellbeing approaches to be relaunched</p> <p>Additional training to be used to support children effectively</p> <p>Autumn 2021</p>
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Governance – monitoring the effectiveness of the Pupil Catch-Up Premium Strategy

Trustees / Governors involved:

– Chair of LAB;–Trust Standards Leader;– Chair of FAR; -Head of School

Committee meeting dates

Autumn: Termly LAB meetings (x6 year), FAR Meetings Terms 2,4,6, Feedback at Trust Board Meetings (x6)

Minutes of meetings shared on Sharepoint

