



## Catch-up Premium (CUP) Funding Plan

### Catch-up Premium (CUP) Funding Plan: Chilton Primary 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.

#### 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.





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

### School Overview

Number of pupils in school YR – Y6	420
Proportion of disadvantaged	15%
Catch-up Premium allocation (No. of pupils x £80)	£ 33,840
Autumn 2020 / Spring 2021 / Summer 2021 Payments	£8,460 / £11,300 / £14,100
Publish Date	Originally Term 1 2020
Review Dates	January 2021 Spring term. July 2021. Summer Term October 2021 Autumn Term
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 15.6%. (National FSM: 15.4% Jan'2019)
- The vast majority of children from Reception to Year 6 engaged with the detailed online learning that the school provided from March to July 2020. Engagement with this was reduced across Term 6 2020. During isolation periods and school closure in the





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academic year 2020-21, the school used Teams to deliver remote learning. A small number of children were unable to access this, despite many efforts to support with technology. Learning packs for these children were prepared and school places offered instead with the vast majority of children unable to engage with Teams taking school places. Remote learning engagement was carefully monitored and any issues were followed up rigorously.

- School was fully closed over the summer holiday periods (19-20/20-21) 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.
- Term 1 2020 ‘recovery’ & re-establishing expectations for learning & behaviour as well as social skills. 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. 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. Focus on social skills, communication, play and resilience alongside missed learning catch up. The summer term curriculum was designed to teach what had been missed through school closures or needed re-covering after remote learning so that children were ready to move on to the next year group. Particular attention was given to Science and IT in Term 6.
- Data at the end of July 2021 showed accelerated progress but a large attainment gap remained.
- Catch up Premium will be targeted to provide this support and intervention using the following funding amount:  
Overall funding 2020/2021: **£33840**

### Barriers to future attainment

Barrier	Desired outcome
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Teaching priorities	A	Lack of school routine: Embedding school rules, routines and expectations through high quality PSHE lessons and quality first teaching throughout the curriculum.	Teaching and learning is of the highest quality in every classroom and all class based staff are well-placed to ensure that learning and progress are consistently excellent. The learning environment is calm and orderly and promotes learning and achievement.
	B	Range of gaps and differences in learning and attainment / progress as a result of different experiences of lockdown and school closures	Teaching staff focus on addressing gaps and differences to diminish these rapidly across the school year – with a focus on fundamental skills in core curriculum that are transferred across wider curriculum. Intervention and additional support appropriately selected and targeted.
	C	Lack of social skills and missed communication and language teaching: To focus upon strategies and support which develop effective social and play skills and resilience	Teachers use collaborative learning and speaking and listening to promote communication. Zones of regulation and well-being strategies employed to develop emotional literacy. Play-times set up and resourced to support effective play and social interactions. PE sessions and additional sessions allow for resilience building and physical health (The Sports Project). Targeted groups also running.
Targeted academic support	D	Specific gaps in English and Maths – lower progress in writing.	Staffing allows for timely and accurate support for all children. Areas of priority are clearly identified and addressed for accelerated progress. Spelling and phonics groups work effectively every day – consistently and without interruption. Intervention in support of S&L and phonics is robust.
	E	Gaps in reading comprehension and fluency	Use of Accelerated Reader to ensure that high quality reading material allows children to build fluency and comprehension skills age appropriately – with additional challenge easily accessible. Additional data analysis targets planning and further intervention. New reading intervention – staff trained and intervention introduced.
Wider Strategies	F	Children’s concentration and resilience to focusing on learning for periods of time – both variable and can be a weakness	Use of strategies to promote concentration and focus – air breaks to continue. Ensure no lost learning time – from early morning work to limiting ‘golden time’ etc. – children and teachers make the most of every school day.





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### 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)
A	Embedding school rules, routines and expectations through high quality PSHE lessons and quality first teaching throughout the curriculum.	Teaching and learning is of the highest quality in every classroom and all class based staff are well-placed to ensure that learning and progress are consistently excellent. The learning environment is calm and orderly and promotes learning and achievement.	Blocked PSHE lessons to start each term. Ten Minute Visit and other coaching records. Behaviour records. Key classes appropriately supported by additional staff	PSHE resources £200  TA hours TA training additional hours – behaviour and wellbeing  Staff training Release time for peer observations	Behaviour records – summer and term by term.	KL NB HC	<p>Spring 20-21- resilience and play / social skills require further attention – curriculum for term 5 adapted to allow for afternoon lessons to be collaborative. Playground equipment adjusted and assemblies to share key messages for whole school.</p> <p>Summer 20-21– key children identified requiring bespoke and tailored support in class and on playground. Approach for Autumn term PSHE agreed and resourced.</p> <p>Autumn 21-22</p>





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B	Range of gaps and differences in learning and attainment / progress as a result of different experiences of lockdown and school closures	Teaching staff focus on addressing gaps and differences to diminish these rapidly across the school year – with a focus on fundamental skills in core curriculum that are transferred across wider curriculum. Intervention and additional support appropriately targeted.	Compass grids and outcomes from moderation sessions. Pupil progress meetings and data analysis. RWI / Spelling assessment information	Contribution to RWI staffing and resourcing – including 1:1 and Fresh Start (inc. training costs)  Additional Maths resources where required.	Summer data analysis	KL NB HC ED HRH + all Middle leaders	<p>Spring 20-21 – Ongoing as additional school closures in Jan/Feb 21 increased gaps</p> <p>Summer 20-21 – data analysis provides clear indication of lower achievement (although high levels of progress) – ongoing</p> <p>Autumn 21-22</p>
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C	To focus upon strategies and support which develop effective social and play skills and resilience	Teachers use collaborative learning and speaking and listening to promote communication. Zones of regulation and well-being strategies employed to develop emotional literacy. Play-times set up and resourced to support effective play and social interactions. PE sessions and additional sessions allow for resilience building and physical health (The Sports Project)	Behaviour records. TMV and other coaching records	Sports Project cost (extending in to 21-22)  Contribution to Sports Coach hours supporting play and PE sessions to promote resilience  Staff training and CPD / resources and additional release time for peer observations	Behaviour records - summer	KL NB HC EK EH	<p><b>Spring 20-21– adaptation of play equipment required and procedures to promote happier playtimes for all</b></p> <p><b>Summer 20-21 – slow reintegration of children in to larger play groups required – consider how to merge larger groups in Autumn. Sports project – children engaging very well in sessions and CT using learning within class based sessions to embed strategies and ideas taught – to be re-engaged for the whole of the new academic year. Possibility to use after school club for targeted support</b></p> <p><b>Autumn 21-22</b></p>
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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	Specific gaps in English and Maths – lower progress in writing.	Staffing allows for timely and accurate support for all children. Areas of priority are clearly identified and addressed for accelerated progress. Spelling and phonics groups work effectively every day – consistently and without interruption	Compass grids, assessment data, children’s books AR data	Staffing for groupings – including Y4-6 smaller groups  Staff training / CPD / resources	Summer assessment data	KL NB HC AL HRH ED	<p><b>Spring 20-21– Writing and spelling a target area for all children – low resilience to writing and lack of attention to grammar and spelling.</b></p> <p><b>Summer 20-21 – Phonics groups in R/1 now mixing – identified groups for 1-2 in Autumn. Writing progress slightly lower in some cohorts – focus support and coaching (and resourcing) to target classes and year groups – learning groups in 4-6</b></p> <p><b>Autumn 21-22</b></p>
E	Gaps in reading comprehension and fluency	Use of Accelerated Reader to ensure that high quality reading material allows children to build fluency and comprehension skills age appropriately – with additional	Compass, AR digital records	£13000	Summer Compass data	HRH ED	<p><b>Spring 20-21– Purchase and initial leadership training</b></p> <p><b>Summer 20-21 – staff training and book organisation ongoing ready for Autumn roll-out</b></p> <p><b>Autumn 21-22</b></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	Children’s concentration and resilience to focusing on learning for periods of time – both variable and can be a weakness	Use of strategies to promote concentration and focus – air breaks to continue. Ensure no lost learning time – from early morning work to limiting ‘golden time’ etc. – children and teachers make the most of every school day. Re-visiting memory friendly strategies	Behaviour records Coaching records	Contribution to The Sports Project  Staff CPD and resourcing (e.g. Rosenshine books)	Summer data and behaviour records	KL NB HC	<p><b>Spring 20-21– March re-opening – children affected by time indoors and away from school. Low tolerance to long learning sessions requiring careful structuring of school day and appropriate chunking / breaks. Clear outline given of use of time for all staff</b></p> <p><b>Summer 20-21 – feedback from staff promotes use of continued air breaks to structure the day and to ensure 8:30 fluid entry remains to settle children effectively.</b></p> <p><b>Autumn 21-22</b></p>
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#### **Governance – monitoring the effectiveness of the Pupil Catch-Up Premium Strategy**

<p><b>Trustees / Governors involved:</b>          – Chair of LAB;–Trust Standards Leader;– Chair of FAR; -Head of School</p>
<p><b>Committee meeting dates</b>  <b>Autumn: Termly LAB meetings (x6 year), FAR Meetings Terms 2,4,6, Feedback at Trust Board Meetings (x6)</b></p>
<p>Minutes of meetings shared on Sharepoint</p>

