

Catch-up Premium Spending Plan for 2020-21

Objective

To deliver a catch-up package that supports the children to 'catch-up' lost learning as a result of COVID-19.

School Allocation

Catch-up Premium is paid in three instalments over the school year and will total

Funding Allocation

<u>Intervention</u>	<u>Rationale</u>	<u>Time allocation</u>	<u>Personnel</u>	<u>Impact (This will be updated termly and at the end of the year)</u>	<u>Total Cost</u>
Phonic support in KS1	Initial baselines showed children had regressed in phonic knowledge	Group sessions with Year One/Year Two daily	KS1 teacher for Autumn term non-class based	Phonics results in Yr 2 98%. Children more confident with phonics.	<u>£20020</u>
Interventions to pre-teach and catch -up class learning in KS1	Some children require more pre-learning or catch up to ensure the learning is remembered.	Group sessions with Year One/Year Two daily			
Interventions to pre-teach and catch up in KS2		All classes in KS2 to have TA input to support with pre-teach and catch -up	TA allocation across the school 'Relief' TA to ensure learning doesn't stop if people have to isolate etc.		<u>£8500</u>
One to one tutoring in upper KS2	To support children who have gaps in their English and Maths.	1hr per week per child.	All Leadership plus any teachers who volunteer.		<u>£4000</u>
Online programmes for KS1 • Bug club • Numbots • Teach your	Online programmes that parents can use to support with school learning.	<u>N/A</u>	English and Maths Leaders EYFS/KS1 leader		<u>£850</u> <u>£70</u> <u>£80</u>

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Monster to Read					
<u>Total Expenditure for the Academic and Financial Year 2020-2021</u>					<u>£33520</u>

What we want to achieve with our funding:

1. Children have access to the core curriculum (Reading, Writing and Maths) that they may need to revisit or relearn due to Covid !9.
2. Extra online learning for KS1 will support parents with access to phonics and high- quality online texts where changing books etc is harder to do due to restrictions. They have access to maths support for number work.
3. Teachers will use formative and summative assessment to identify which children will need this support and when.