



Universal Catch Up Premium strategy statement

Context

In March 2020, most schools in the UK were closed, in an attempt to reduce the spread of Covid-19. This resulted in most pupils and students missing out on 4 months of education. In August, the government announced that it would give every mainstream school additional funding, equating to £80 per pupil. Some key principles were outlined as below:

- Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months
- Schools have the flexibility to spend their funding in the best way for their cohort and circumstances
- 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
- Governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding

The funding will be given in 3 tranches and schools are expected to use this money to enable pupils to catch up on the learning lost and to deliver key government curriculum expectations which are set out as below:

1. Teach an ambitious and broad curriculum in all subjects
2. Make time to cover the most important missed content
3. Prioritise most important components for progression
4. Focus on key skills, e.g. reading
5. Aim to return to the school's normal curriculum in all subjects by summer term 2021
6. Plan on the basis of the educational needs of pupils - use feedback from regular formative assessment to plan for next week's lessons
7. Develop remote education so that it is integrated into school curriculum planning

While schools are free to spend the money as they consider appropriate, evidence from the EEF has been signposted to aid schools in making decisions about how to spend the Universal Catch Up Premium, as below:

1. Teaching and whole school strategies
 - a. Supporting great teaching

- b. Pupil assessment and feedback
- c. Transition support

2. Targeted approaches

- a. One to one and small group tuition
- b. Intervention programmes
- c. Extended school time

3. Wider strategies

- a. Supporting parent and carers
- b. Access to technology
- c. Summer support

School overview

Metric	Data
School name	Redmile CE Primary
Pupils in school	76
Proportion of disadvantaged pupils	10.5%
Universal Catch up Premium allocation	£6720
Academic year or years covered by statement	2020-21
Publish date	Nov 2020
Review date	January 2021
Universal catch Up Premium lead	Executive Head teacher

What our assessments have told us

Evidence from a mixture of teacher assessment combined with low stakes high impact retrieval practice through the first half of the autumn term. We took the view not to carry out formal testing to enable a period of recovery and rediscovery.

- Where children have regressed in reading, they need more time to read with an adult
- Lower and middle ability readers need an extension of Read Write Inc books to supplement current resources and quickly get them on to the free-reader collections
- Handwriting, spelling and general stamina are impacting on writing
- Lower ability children require 1:1 or very small group to pre-teach maths concepts and have guidance for retrieval practice
- Children with specific learning needs require particular support with managing their relationships with peers and building self-esteem

Strategic aims for Universal Catch Up Premium

Strategic aim	EEF priority	Government curriculum expectation
English and Maths intervention	1a-c 2a, b	1, 2, 3, 4,7
Broaden access to resources that support phonics	1a,b	3,4

	3a	
ELSA training to support Social and Emotional Development	2a,b 3a	6

Strategic plan for Universal Catch Up Premium

Action	Lead	Cost	KPI – June 2021	Monitoring
<p>English and Maths intervention</p> <ul style="list-style-type: none"> • Increase licence for Nessy and Nessy support prog to help with homework • An additional adult to provide high level quality first teaching to enable the class teacher to support with invention (e.g. music, art, dance). • Increase in iPads/tablets to support real reading experiences during the C-19 restriction, e.g. children re-recording videos of themselves reading for a younger/older audience. 	<p>CC</p> <p>HoS</p> <p>HoS with BM</p>	<p>£300</p> <p>£2000</p> <p>£1000</p>	<p>Children with specific needs demonstrate increased progress on O' Track.</p> <p>All children benefit from QFT from specialist/experienced staff</p> <p>Children in greatest need have had access to remote learning if required and are able to use for homework activities.</p>	<p>SENDCo: through summative assessment</p> <p>Class teacher: formative and summative assessments</p> <p>SLT/govs: monitoring visits</p>
<p>Broaden access to resources that support phonics</p> <ul style="list-style-type: none"> • Purchase Big Cats (or similar) for EYFS, Y1, Y2 • Allocate sets for taking home then quarantined 	<p>JO</p>	<p>£600</p>	<p>All pupils able to access and share books at home matched to their phonic knowledge</p>	<p>Subject coordinator: learning walks, virtual observations, Seesaw</p>

ELSA training to support Social and Emotional Development	CC	£550- £700	Staff member trained and timetables of support are in place; parents are informed and are able to follow-up at home.	SENDCo: monthly meetings; feedback from staff and parents
Total		£4600		
Surplus		£2120		
To be reviewed following summative and formative assessments at the end of term to review need.				