

Summary Information

School	Ashby Hill Top				
Academic Year	2020-2021	Total Catch-Up Premium	£25,280	Number of pupils	312

Guidance

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 aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in reception through to 6.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

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.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Rationale: At Ashby Hill Top Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children’s academic and personal development needs to inform our decisions. The table below outlines our intentional spend. We have been allocated £25,280.

EEF suggested approach	Actions	Budget/resource implications	Monitoring	Timescale	Success criteria/Impact
Teaching and whole-school strategies Supporting great teaching	Recovery timetable for each class – additional time given to basic skills catch up e.g. phonics, maths fluency Phonics catch up programme implemented in Y3 Whole school use of White Rose recovery curriculum	n/a	NM	During Autumn term	Children at risk of not making expected progress are identified and support is in place. Timetable to include additional basic skills lessons Rapid catch up in R/W/M
Teaching and whole-school strategies Supporting great teaching	Higher level S&L training to enable staff to best support the language development of pupils within EYFS Elkan training ‘Speech & Language support 3-5’	£395 + cover	NM	Spring term	Pupils have the necessary language skills to communicate successfully with others and access a full curriculum.
Targeted Support One to one and small group tuition	Class teacher release time to enable small group and 1:1 teaching to pupils displaying knowledge gaps and/or not making required progress in acquisition of new learning.	£150 per morning £100 per afternoon	NM	Autumn 2	Pupil’s misconceptions and dips in progress are identified and tackled quickly and effectively.
Targeted Support One to one and small group tuition	Reading club to re-engage targeted pupils with reading for pleasure.	Before or after school DLD Approx. £35 per session	NM	Spring term	Pupils are engaged with reading, have access to a quality selection of books and are choosing to read independently.
Targeted Support One to one and small group tuition	Pre-teaching and intervention provided by Learning Support Assistants on key English and Maths skills during the afternoons	n/a	NM/JMc	Ongoing	Pupils have the required knowledge and understanding to succeed in whole class mastery teaching lessons

Targeted Support Intervention programmes	Small group phonics support children before/after school delivered by HLTA/LSA	30 minutes per week before or after school 1 per class Approx. £165 pr wk all classes	NM	By Dec 2020	Children at risk of not making expected progress are identified and support is in place. Year 2 complete phonics test in line with previous years
Wider strategies Access to technology	Purchase ipads to use for KS2 classes to enable ready access to Lexia, TTRockstars, MyMaths, spelling shed, Nessy	£6000 initial purchase costs This will give approx. 20 x 32GB ipads	NM	By Dec 2020	By ensuring that children have access to quality maths and spelling practise to supplement the learning they are doing in class, with challenges and tasks set by the teacher at their level, we are expecting the impact to be accelerated progress in maths and spelling.
Wider strategies Supporting pupils' social, emotional and behavioural needs	Whole staff training on pupil wellbeing	n/a	NM	Spring 1	Staff are able to identify and support mental health issues arising within their classes
Wider strategies Supporting pupils' social, emotional needs	Additional training for staff on Wellbeing 'Teachappy' coaching/Positive psychology for children	£800	NM half termly	Spring 1	Targeted support for additional emotional needs in place and CPD in order to sustain support

This plan will be reviewed in January 2021. Strategies will be reviewed and adapted as necessary