



Catch Up Funding 2020-2021

Summary information

Academic Year	2020-21	Total Catch-Up Premium Grant	£29260	Number of pupils	695
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Context and DfE 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 years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by 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

Wider strategies

- Supporting parent and carers
- Access to technology

Identified impact of lockdown	
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar, punctuation and spelling in KS2 and phonological awareness in KS1 specific have suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Writing for an extended period has been an issue for many children.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The lowest 20% of readers have been disproportionately affected. A lack of reading matter at an appropriate level has also meant that some children have not extended their reading skills.</p>
Foundation subjects	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>
Physical Education	<p>Many children did not have the space to be physically active. Stamina and motivation with exercise and keeping healthy may have suffered as a result. Many children did not have the space to be physically active. Stamina and motivation with exercise and keeping healthy may have suffered as a result of the lockdown experiences. Progression in learning key skills will have been impacted.</p>
Emotional resilience and well-being	<p>Children's lockdown experiences were varied and the impact this period has had on their emotional resilience and well-being differed from child to child. However well-being, resilience and emotional literacy concerns were evident on return to school.</p>

Planned expenditure				
1. Teaching and whole-school strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
Supporting great teaching to re-engage children in learning to refocus on the right things:				
Maths – Children to revise and use rapid recall maths skills for example times tables, number bonds, maths vocabulary, money, sequencing.	Rapid recall Whiteboards A3 purchased and used for Y1-Y6 (£2870)	Whiteboards used in lessons to prompt maths vocabulary use and discussion about maths concepts	DC	December 2021
Subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Despite the limitations placed on schools in terms of physical space and the sharing of these by bubbles, there needs to be specific small group learning spaces for all bubbles to access safely.	Additional release time for teachers to research and plan non- core subjects. Release time and additional cover will be required to facilitate the additional PPA. PiXL resources – Assessment budget heading (£1000) Use rooms and year group areas to enable small group teaching for identified groups. Develop the outside area for better outside learning areas for small group teaching - Orienteering course (1200)	Using all teaching spaces has meant better opportunities for small group work. Having student teachers in school meant that some classes / groups had more focussed teaching time. Subject leaders are now more informed and have been better able to assess the impact of their subject across the school.	HT and DHTs	July 21
Music specialist appointed, professional violinist, temporarily to provide music support for the non-specialist teacher and develop children’s knowledge and skills in this subject	Working with Y3-Y6 to provide a music programme to support topics linked to classical music. (Shared Cost from Staffing budget £4000 from Catch up)	Music specialist provided a support to teachers through modelled lessons using orchestral music to support topics from Y3-Y6.	JN and CS and the Site Team JN / BF	July 21 Oct 21
Purchase of additional IT resources for staff and software for remote learning	All teachers provided with laptops and software to prepare lessons via Google Classroom (Cost from IT budget)	Staff laptops made remote learning easier and meant a mix of live and recorded lessons could be accessed by children	JN / MH	Sept 21 and ongoing
Additional books decodable reading and additional scheme reading books available for children reflecting more diverse authors and cultures.	Additional books purchased to be purchased for intervention across phases and for identified vulnerable groups. (Cost from English budget)	Additional decodable reading books across EYFS and KS1 to support the teaching of phonics Additional reading books particularly from diverse cultures in Library and book areas.	JN / CL	June 20- July 21

Purchase additional EAL resources to support teaching and learning	Flash Academy purchases. Staff training module also purchased <i>(Cost from Curriculum SLA budget)</i>	Flash Academy used and supported our new arrivals and children with EAL in school	JN / MH / IB	March 20 - ongoing
Additional TA employed with PE specialism	TA with responsibility for PE coaching, sports competition and promotion of sports activities <i>(Shared Cost from Staffing budget £8000 from Catch up)</i>	TA support enabled high quality lessons being modelled to staff. Videos for PE for use during lockdown at home. Support for competitions in school	JN / KC	Nov 20
Teaching assessment and feedback to re-imagine the curriculum to enable enjoyment, fun and thereby catch up:				
Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.	Use of PiXL assessments, Baseline will be established. PiXL used to establish learning gaps. PiXL therapies used to support bridging the gaps in learning, error analysis used to establish learning . Complete termly assessments and record assessments on ScholarPack <i>(£500)</i>	Using these assessments gaps identified and analysed. Focus has now moved to closing these particularly for SEND and vulnerable children..	JN, DHT, AAL Lead	July 21
Transition support to reflect our aims through the activities and through our behaviours:				
Children who are joining school from different settings or who are beginning their schooling at APS have an opportunity to become familiar and confident with the setting before they arrive.	Virtual Tour videos created and placed on website. Welcome booklets updated. Nursery and Reception books created. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter. <i>(£1300)</i> Purchase of School Cloud Parents evening software to enable virtual meetings with all families. <i>(£775)</i>	Mobility is still a concern along with promoting good attendance following the pandemic. The new intake for EYFS was extremely smooth despite a lack of ability to complete home visits and tours in school Virtual parent evenings have been a success and the school aims to offer a hybrid approach going forwards to recognise the difficulty that some parents have in getting to school during working hours.	JN / CL / KS JN / MH	Ongoing
Total budgeted cost				£ 17645

2. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
1-to-1 and small group support to focus on reading, writing and arithmetic through the whole curriculum:				
Use of Third Space Learning, , Reading plus and Lexia to enable all children in school to have focussed support and identified specific targets for reading and maths. Children will be able to read appropriate texts as a result of identifying reading ages. With this targeted support, they will become better readers and dips in reading attainment will be negated.	<i>National Tutoring programme with baseline established and final assessment to support the reading, vocabulary development, prosody and contingent talk programmes reading fluency.</i> (£2475) (1270)	Vulnerable children accessed learning and continue to do so. Progress established as well as learning gaps. The library has been relocated, refurbished to promote reading for pleasure.	JN / DHTs	May 21 – July 21 and ongoing
Participation in Get Hounslow Reading Programmes	<i>Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i> <i>(Supply and training budgets)</i>	Training of all staff is now completed. Children are enjoying the new approach and are beginning to make good progress in reading.		June 2020 and ongoing
Intervention programme National tutoring programme – Lightning Squad targeted support for maths and reading comprehension.	<i>Baseline established, children participate in 1:1 tuition via lightning squad.</i> (£8800)	Gaps in learning established and progress made towards bridging the learning gaps. Assessment shows progress for the majority of children. Review leading to some SEND interventions for those not making progress. School looking to use school staff to sustain this programme in the future.	DHT / SENDCO	July 21 Ongoing
Total budgeted cost				£12545

3. Wider Strategies

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Supporting parents and carers and staff by re-inspiring through careful curriculum planning and thinking about what children need to focus on:				
Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.	<i>Additional online learning resources will be purchased, such as Doodle English, Doodle Maths and Doodle Spelling, White Rose Maths, TT Rockstars to support children's learning at home.</i> <i>(Cost from Curriculum SLAs)</i>	This has enabled children to access learning both at home and in school. Individual Covid cases in children has also meant that work can be accessed from home.	JN / MH	March 2020 and ongoing
Children have access to appropriate stationery, white boards and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	<i>Home learning paper-based packs printed and ready to distribute for identified children. Stationery packs are to be purchased and set aside for vulnerable children to take home when home-learning occurs.</i> <i>(£700)</i>		Office staff and CTs	April 2020 to Dec 2021
Children will have regular reading material sent to their homes	<i>Storytime magazine sent to all homes</i> <i>(£1500)</i>			From March 2020 – Dec 21
Wellbeing made a priority. All children to complete wellbeing lessons programme via PiXL	<i>PiXL wellbeing programme established and run by TAs in small groups for all children and the Class teachers and TA</i> <i>(Cost from Curriculum SLAs)</i>	Children's questions discussed with emotional literacy and resilience discussed in small groups and in whole class sessions	JN / JB / The TA team and CTS	June 2020 – Dec 2021
Wellbeing Wing established to provide for therapy and support to children.	<i>Remodelled old library space to create a wellbeing therapy room and office space for counselling, OT and SALT to use</i> <i>(Cost from Capital budget)</i>	Wellbeing wing used by all external providers including OT, SALT and play therapy. Safe space created for children to express their concerns and anxieties.	JN / BM / JB / LB	May 2020
Access to technology				
List of IT needs established and regularly updated for families. Government funded laptops and portable WiFi distributed	<i>Laptops distributed to families and used to support home learning.</i>	This enabled all children to access remote learning from home during periods of whole school lockdown and in individual cases of Covid.	MH	April 20 and ongoing

<p>All staff have laptops that are equipped with webcams and allow them to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><i>Purchase Dell Laptops and This will enable the existing stock of laptops to be allocated to teaching assistants and office staff so that all are prepared and ready for remote learning</i> <i>(Cost from IT hardware / software budgets)</i></p>	<p>Now children are mostly in school, these laptops have been shared around the school to enable children to access other support programmes on a 1:1 whilst freeing up the class set for whole class teaching of IT.</p>	<p>MH</p>	<p>September 2021</p>
Total budgeted cost				£ 2200
			Cost paid through Catch-Up	£32390