



'Catch up' Planning Statement

The government has announced £650 million will be shared across state primary and secondary schools over the 2020/21 academic year. This is expected to equate to approximately **£80 per pupil**.

Whilst head teachers will decide how the money is spent, the government expects this to be spent on small group tuition for whoever needs it.

This one-off grant to support pupils in state education recognises that all young people have lost time in education as a result of the pandemic, regardless of their income or background.

Separately, a National Tutoring Programme, worth £350 million, will increase access to high-quality tuition for the most disadvantaged young people over the 2020/21 academic year. This will help accelerate their academic progress and prevent the gap between them and their more affluent peers widening.

Please complete this planning tool to identify groups of pupils who may require additional tuition. The funding is not available for interventions that remove pupils during the lessons and should only be targeted at morning, lunch or afterschool learning that is additional to the core teaching offer. The Education Endowment Foundation also has a [published guide](#) to help school leaders and staff decide how to use this funding to best support their pupils and their outcomes. The [Toolkit](#) provides an evaluation of the various tested programmes.

[The National Tutoring Programme](#) is designed to reach up to two million of England's most disadvantaged children.



Strategy for 2020-21

1. Summary information 'Catch up' Grant					
Academy	Charnock Hall Primary Academy				
Academic Year	2020-21	Total Catch up budget	£31,040	Number of pupils	388

Initial evaluations and assessments of gaps/barriers for groups of pupils

2. Barriers to future good attainment
Ensuring appropriate IT hardware and software is in place to support remote learning.
Identification of pupil abilities on return to schooling in September, before undertaking catch-up learning.
Across all year groups within CHPA, pupils understanding of concepts diminished due to absences, therefore the use of concrete resources is required to consolidate prior learning before new learning is extended.
Current YR, have varied experiences and skills dependent on the quality of their nursery, childcare or home setting and additional issues caused by lockdown. Ability to focus on even the most simplest of task/activity is less in longevity in comparison to previous cohorts.
Current Y1 – Gaps in basic knowledge within S&L, Phonics and basic maths – application of basic skills and developing independence.
Current Y2 – Only 49% of pupils have passed the PSC as part of Autumn Benchmarking and as a result have a deficiency in their understanding, knowledge and skills within early reading.
Current Y2 – difficulties in application of skills as developing fluency and independence within core areas. Only 58% achieved EXS Reading Baseline and 67% achieved EXS Maths Baseline.
Current Y3 - difficulties in application of skills as developing fluency and independence within core areas when in Y3 context. Only 43% achieved EXS on Reading Baseline and 67% achieved EXS on Maths Baseline.



Current Y4 – difficulties in application of skills as developing fluency and independence within core areas when applying learning into Y4 context. Reading 41% achieved EXS on Reading Baseline and 43% achieved EXS on Maths Baseline.						
Current Y5 – 59% of pupils at EXS+ for Reading, 62% of pupils at EXS+ for SPaG & 61% of pupils working at EXS+ in maths due to missed learning and has resulted in difficulties when applying key Y4 knowledge into Y5 context in core areas.						
Current Y6 – 33% of pupils at EXS+ for Reading, 39% of pupils at EXS+ for SPaG and 30% at EXS+ for Maths due to missed learning has resulted in difficulties when applying key Y5 knowledge into Y6 context in core areas.						
Identified pupils from across the academy are displaying anxiety and emotional well-being behaviours are not supporting their knowledge development across the curriculum.						
3. Planning for Catch up interventions						
What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?	Progress/Impact
<i>Year Group</i>	<i>Identified evaluation or assessment as a baseline</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>		<i>Provide simple breakdown of proportionate or full costs.</i>	<i>Briefly evaluate impact of intervention against the identified outcomes.</i>
All	Reduced opportunities for pupils to access ability appropriate texts.	Online/app levelled reading book access (can be used at home and school)	Due to the impact of Covid and to reduce the heightened risk of spreading germs between home/CHPA and associated Bubbles, use of this platform ensures teachers can monitor pupil reading at home, evaluate progression and identify next books to support ongoing reading development. The use of this platform also allows staff to read with, listen to and monitor pupil reading development whilst in school.	Online access, in app usage monitored by English Lead and class teachers.	£2,300.	During period 7 (financial year), we accessed a free trial of this learning platform and found it to be well used by families and easy to monitor and set next steps for class teachers. It was agreed that this could initially be costed as a Covid cost, however due to the free trial this was not required.



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All	Limited capacity of staff IT hardware.	To increase IT capacity to ensure that all staff have the same equipment to deliver full class and/or group based teaching.	<p>Consistency of approach regarding IT hardware and software, across CHPA, for the delivery of taught whole class and/or group session.</p> <p>Links to support point 1.</p> <p>Studies find that the use of digital technology is associated with moderate learning gains of – on average – an additional 4 months progress. This is best achieved through using technology to supplement traditional teaching approaches.</p>	<p>Pupil data outcomes at PPM, use of IT to support learning (drop ins/lesson observation).</p> <p>Monitored by IT Lead and SLT.</p>	£2,000	
Y2-Y6	Undertake additional baseline assessments for all pupils.	On return from lockdown, to baseline all pupils using end of previous year assessments.	<p>Using assessment and subsequent GAP analysis, in order to highlight and target generic and bespoke areas of required development in Reading, SPaG and Maths.</p> <p>Effective intervention ‘follows assessment,’ the EEF said, which ‘can be used to ensure that support is well-targeted and can effectively monitor pupil progress.’</p>	<p>Identification and closure of GAPS in learning as evidenced through future assessments across the academic year.</p> <p>SLT</p>	£500	



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All	Provide concrete resources for pupils when accessing home learning.	Identify and purchase/create key resources to support age appropriate learning.	To support the delivery of live/recorded home learning sessions. To support with completion of given catch up tasks as part of set home learning activities.	Creation and sharing of resources. KS Leaders, English & Maths Leaders	£2,500	
Year R	Address the specific Prime Area GAPS in pupil knowledge.	Ensure adult/pupil ratios are in line with statutory guidance for pre-school children until the end of the autumn term. (Original 1:16, now 1:12 ratio).	Adult facilitation, modelling and recasting will ensure that pupils Prime Area opportunities and development are in line with their age by the end of the Autumn Term (40-60 month band). EEF studies of communication and language approaches show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills.	Data collection, incidental observations, EYFS Lead informal and formal monitoring processes. AHT/HT	£6,250 (based upon full-time L3 TA costs - including on-costs).	
Y1 & 2	Due to missed learning, pupils require additional exposure to concrete resources to support development of understanding of number.	The purchase and use of new and additional concrete maths resources, including Numicon.	Evidence demonstrates that pupil knowledge and understanding of concepts in the early stages is greatly supported through the use of concrete resources. The EEF has indicated that pupils who are furthest behind are likely to need “structured interventions”. Phonics approaches have been found to be effective in supporting younger	Effective pupil use (teachers), data outcomes, work in books, lesson drop-in/observation showing independent pupil use. SLT, English & Maths Leaders	£2,000	



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			readers to master the basics of reading, with an additional impact of an additional 4 months.			
Y6	Assessments demonstrate that pupils are working below EXS in R, W, M and SPaG.	21 weeks of catch-up sessions. 4 x 1 hour sessions available per week. (Aut2 – Sum1)	<p>To plug identified GAPs in knowledge and skills, to support pupils in preparation for end of year assessments and transition into Y7.</p> <p>The EEF has found that, on average, reading comprehension approaches deliver an additional 6 months progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming challenge</p> <p>Effective intervention “follows assessment,” the EEF said, which “can be used to ensure that support is well targeted and can effectively monitor pupil progress.”</p>	<p>Analysis of data, drop-in/observation.</p> <p>SLT, English & Maths Leaders</p> <p>Y6 Teachers</p>	£5,000	
Y1	Assessments demonstrate that pupils are working below required	6 weeks of catch-up sessions. 4 x 1 hour sessions available per week. (Aut 2)	To plug identified GAPs in knowledge and skills, to support pupils in preparation for end of year PSC and transition into Y2.	<p>Analysis of data, drop-in/observation.</p> <p>SLT, English & Maths Leaders</p>	£1,750	



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	standard in Phonics and basic maths skills.		The EEF has indicated that pupils who are furthest behind are likely to need “structured interventions”, with a particular focus on literacy.			
Y2	Assessments demonstrate that pupils are working below EXS in R, W, M and SPaG.	14 weeks of catch-up sessions. 4 x 1 hour sessions available per week. (Spr1 – Sum1)	To plug identified GAPS in knowledge and skills, to support pupils in preparation for end of year assessments and transition into Y3. Effective intervention “follows assessment, “ the EEF said, which “can be used to ensure that support is well-targeted and can effectively monitor pupil progress. EEF has indicated that pupils who are furthest behind are likely to need “structured interventions”.	Analysis of data, drop-in/observation. SLT, English & Maths Leaders	£3,500	
Y3, 4, 5	Assessments demonstrate that pupils are working below EXS in R, W, M and SPaG.	6 weeks of catch-up sessions. 4 x 1 hour sessions available per week. (Sum 2)	To plug identified GAPS in knowledge and skills, to support pupils in preparation for end of year assessments and transition into next year group. Effective intervention “follows assessment, “ the EEF said, which “can be used to ensure that support is well-	Analysis of data, drop-in/observation. SLT, English & Maths Leaders	£5, 250	



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		<p>targeted and can effectively monitor pupil progress.</p> <p>EEF has indicated that pupils who are furthest behind are likely to need “structured interventions”.</p> <p>It has been proven that reading comprehension approaches appear more effective than Phonics or Oral Language approaches in Key Stage 2.</p>			
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