



School Planning 2020-21 and Catch Up Premium

In order to support schools with school planning whilst we are in a world pandemic, the Education Endowment Foundation (EEF) has produce two help guidance documents:

“The EEF guide to supporting school planning – A tiered approach to 2020-21”

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The EEF guide to supporting school planning - A tiered approach to 2020-21.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf)

“Covid-19 support guide for schools”

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

These documents suggests schools plan using a tiered approach with respect to school improvement and also with respect to planning how to support children to catch-up.

“Catch-up” in this context refers to the children learning the main aspects of the curriculum them missed when they were in the first lockdown (March-August 2020.)

This, aforementioned, tiered approach describes 3 tiers and the areas of provision within the tiers which schools they suggest should be focussed on to have the greatest impact this year.

(The green text are the areas within the “The EEF guide to supporting school planning” and the red text are those areas detailed in the “Covid-19 support guide for schools.”)

Tier 1 – Teaching (High-quality for all, effective diagnostic assessment, supporting remote learning and focussing on professional development.)

Teaching and wholes school strategies (Supporting great teaching, Pupil assessment and feedback and Transition support)

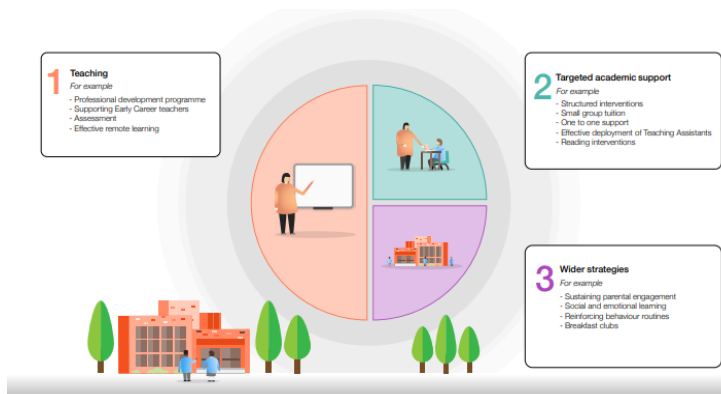
Tier 2 – Targeted academic support (high quality one to one and small group tuition, teaching assistants and targeted support, academic tutoring, planning for pupils with SEND.)

Targeted approaches (One to one and small group tuition, Intervention programmes and extended school time)

Tier 3 – Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times)

Wider strategies (Supporting parent and carers, access to technology and summer support)

It is suggested the a school’s focus should also be split ½ on Tier 1 and a ¼ on Tier 2 and a ¼ on Tier 3, please see the diagram below:



Catch Up Premium

The Government has allocated funding to each school to support “Catch-up”

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#use-of-funds>

This DfE guidance states:

*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](#).*

CATCH UP PREMIUM for this school

Our school has been allocated a total of **£9440** for this academic year and this is financial split **£2440** paid within this financial year and **£7000** paid in the next financial year.

The DfE guidance on catch-up premium references the two school planning documents so we as a school have decided to use the tiers to support our decision-making with respect to how we spend our catch-up premium. The decisions are also guided by the school’s vision and our determination to ensure all our children “catch-up” and we do not allow this pandemic to adversely effect any of our children’s academic or emotion development.

The steps so far:

1. Relax Kids ‘Well-being for Children’ programme for this Academic Year.
2. Reading Catch Up placed at the centre of our School Improvement Plan.
3. Pupil Premium children identified from the outset.
4. Chromebooks - additional purchase over the Summer to increase our access to technology.
5. Classroom organisation – Y1 to have an extra year in the Early Years setting.
6. Y6 and Y2 to be in two smaller classes of 19 pupils.
7. Catch Up in Maths part of the White Rose materials used by school. Working with the Carmel Maths Hub continues.
8. Broad and balanced curriculum continued to be taught throughout lockdown.
9. Lessons shortened initially due to recognition of time where pupils are able to concentrate.
10. Experienced staff and TA’s utilised effectively across the school so that all Maths sessions are supported in KS2 and all English and Maths in KS1.

The diagram on the following page details the additional provision we will be putting in place, which will be funded by our “Catch-up Premium.”

Allocation of CATCH UP PREMIUM at Our Lady and St Thomas RCVA Primary to ensure all pupils **catch up** for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

