



Great Wilbraham C of E Primary School

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Catch Up Premium Strategy Plan 2020-21

In June, a £1 billion fund for education was announced by the government. The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census and will not include Nursery numbers, meaning we are predicting we will be in receipt of £7520 (94 x £80). The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.

Our aims:	Our principles:
<p>For all children:</p> <ul style="list-style-type: none">• To spend time on mental health, wellbeing and social skills development• To assess learning and basic skills to identify gaps• To focus upon consolidating basic skills• To offer an enriched curriculum that will raise aspirations <p>For some children:</p> <ul style="list-style-type: none">• To support individuals affected by missing full time education both emotionally and academically• To use funding strategically to support identified children in reaching their full potential focusing upon basic skills• To accelerate progress so that children reach their potential	<ul style="list-style-type: none">• To use funding responsibly for the good of the individuals who need it.• To consider provision that is appropriate and helps to support children at whatever stage they are in their education.• To individually map provision so that support meets children's needs appropriately.• To report expenditure of catch up funding to the Governing Body• To include within the school recovery and development plan and promote on the website• To not pressurise families in overwhelming rapid learning• To not pressurise staff in enforcing additional workload

Academic Year: 2020/21	Total fund allocated: £7520		Eligible pupils: 94	
Priorities	Actions to Achieve	Planned <u>Impact on pupils</u>	Planned Funding	Evidence
Quality First Teaching across the curriculum but ensuring consolidation of basic skills	Ensuring daily phonics and reading sessions across the school Ensuring handwriting and writing opportunities Ensuring focus upon four basic mathematical operations and daily arithmetic Ensuring PE lessons focus on fitness PSHE lessons vital in this time Utilising the broad and balanced curriculum to ensure all subjects are taught well	Ensuring QFT for all children and a broad and balanced curriculum		Informal learning walks Feedback from teachers Book scrutiny





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Assessment of learning and basic skills to identify major gaps.	Identify within the first half term clear baseline of the capabilities of the pupils and plan accordingly Pupil progress meetings	Identifying children in need of intervention and catch up boosting Monitoring these children		Assessment data Pupil progress meetings
Time spent on mental health, wellbeing and social skills development.	Focus upon outside play and development of fitness within PE sessions using the Real PE work Utilising Sports Premium to purchase training for balance bikes, play leaders. First two weeks for there to be a priority in mental health with daily circle time and individual discussions First two days to be half a class so teacher gets to know the children and their experiences and plan accordingly PSHE opportunities to discuss current issues Time provided to individuals through ELSA programme	Happy children are successful children Huge priority to ensure health and wellbeing of children before any academic progress can be made A safe and happy school environment is vital	£200	ELSA work SSP feedback
Additional time to practice basic skills	Opportunities provided to practice what children are learning and demonstrate their understanding in the classroom Morning activities provided and regular opportunities to demonstrate their understanding through cross curricular links	Broad and balanced curriculum is delivered Six curriculum intents are embedded including critical thinking		Monitoring programme Book scrutiny
For some individuals Targeted support and focus on basic core skills through classroom intervention	Intense and time limited interventions across the school once pupils are identified Additional space, time and staffing to be put in place where needed including: <ul style="list-style-type: none">- Before school intervention- During school intervention- Support in class for individuals- ELSA emotional support	Individual and small group work to identified pupils to develop basic skills	£7320	Assessment data Pupil progress meetings Intervention sheets demonstrating impact
For some individuals Targeted Group Support (tutoring)	Identifying small groups of children for whom tutoring would be purposeful and appropriate This would have to be the right person and we wish to keep the site Covid-19 secure If money is available after the above interventions have been put in place this will be of benefit	Building upon above interventions and utilising staff to deliver further work after school		Assessment data Pupil progress meetings Intervention sheets demonstrating impact





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Catch Up Review 2020-21

Key priorities to date:	Key actions:	Key impact on pupils:	Expenditure:	What will change next year:
			£7520	

