



‘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	Bishop Alexander LEAD Academy				
Academic Year	2020-21	Total Catch up budget	£19,840	Number of pupils	248

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

2. Barriers to future good attainment
Phonics Assessment for Y1 is Phonics assessment for Y2 is
Y2 – only 7 children returned to school as part of the eligible children
None of the vulnerable children attended during lockdown
Initial assessments show that Maths is lower than English (SPaG/Spelling) as a whole school.



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>
<u>Maths</u>						
Reception	10 (part time) returned as part of Nursery bubble	4 x week (15 mins) Outdoor/Lunch Number activities/games - targeted (number counting/number recognition/etc.) Groups of 4-5 12 weeks	Reinforcement of learning and language missed during lockdown, to support/accelerate in class learning	Maths Leader/Phase Leader	Approx 12 hours @ £25x 12 weeks = £300	
Y1	Fluency and ability to be agile with numbers. Some identified children struggle to concentrate and listen to teacher talk	6 weeks 5 children x 30 mins (twice a week) Before/After school	In this trial, pupils who received one billion made an additional three months' progress, on average, compared to the control group. This result has very high security. FSM-eligible pupils made less progress if they received one billion. However, this analysis involves a smaller number of pupils, so we are unable to confidently claim that this	Phase Leader/SENCo	6 hours@ £25 = £150	



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			negative impact is likely to occur for FSM-eligible pupils outside of this research project			
Y2	<p>Maths Only 7 children returned to the summer bubble. Assessment (missing objectives) shows a cohort score of 25%. Recovery Curriculum is in place but extra catch up is needed</p>	<p>2 x a week (30 mins) for small group – 4 children. 6 weeks Repeat for another 4 children (before/after school) SPRING</p>	<p>Teacher – focus on number objectives that have been missed.</p>	<p>Maths Leader</p>	<p>Approx 6x£25 =£150 X2 =£300</p>	
Y3,4	<p>No children were able to return in the summer. Assessment (missing objectives) shows a cohort score of 6-11%.</p>	<p>2 x week (45 mins) for potentially whole class (as many as can to engage) Mathletics lesson catch up 6 weeks (before/after school) SPRING</p>	<p>Whole class approach as analysis indicates concepts that have not been taught previously. Opportunity to address this on larger level, before re-assessing and pinpoint individual children</p>	<p>Phase Leader</p>	<p>Approx 1 ½ hours @£25 x 6 weeks =£230 X 2 adults = £460</p>	



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Y5	No children were able to return in the summer. Limited engagement online. Assessment (missing objectives) shows a cohort score of 3%.	2 x week (45 mins) for potentially whole class (as many as can to engage) Mathletics lesson catch up 6 weeks (before/after school)	Whole class approach as analysis indicates concepts that have not been taught previously. Opportunity to address this on larger level, before re-assessing and pinpoint individual children	Phase Leader	Approx 1 ½ hours @£25 x 6 weeks =£230 X 3 adults = £690	
Y6	Previous SATs test in Sept shows Reading 42% on track and Maths 41% on track.	Maths small group tuition (before school) 2 x 45 mins 2 groups A2	Analysis of SATs to identify the objective per week. Teach and apply element between the two sessions. Gap activity expectations.	Phase Leader	1 ½ hours per week x 6 weeks = £230 X 2 groups =£450	



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<p>Y1-6</p>	<p>Home learning catch up Mathletics</p>	<p>Ongoing-targeted for home</p>	<p>Children have previously engaged well with this. It can be monitored for engagement. Set objectives will highlight the areas missed from previous year group, teacher can monitor and use for AfL</p>	<p>Maths Leader</p>		
<p><u>English</u></p> <p>Autumn Term will largely focus on the recovery curriculum. Fortnightly monitoring of the catch up objectives. Some intervention will start as normal practice and the focus will be on Y6, and Y2. Following this, further analysis of children will identified small group/1:1 tuition for Spring and Summer terms. Initial plans will start with SPaG, as these should be quick catch up plans via Active English Following this: Spelling retest (will have been taught in lessons) Reading: Will evaluate as part of the mentor programme (once NFER results are returned)</p>						
<p>Rec</p>	<p>To improve expressive language skills, including the use of vocabulary and grammar, that may have been missed due to lockdown.</p>	<p>NELI Intervention Programme Small group 4-5 children. 3x30 mins per week 2x15 1:1 sessions</p>	<p>The latest and largest trial, <u>published in May 2020</u>, involved 193 primary schools. Staff in the intervention schools received training from <u>Elklan</u> and resources from the <u>Oxford University Press</u>. This found that children receiving the NELI programme made the equivalent of +3 additional months' progress in oral language skills, on average, compared to children who did not receive NELI. This result has a very high security rating: 5 out of 5 on the <u>EEF padlock scale</u>. Children receiving the NELI programme also made additional progress in early</p>	<p>Early Years Leader. Monitor fortnightly</p>	<p>3 hours x TA = £800 (20 weeks) 2x training day for teacher and TA = £250 Total = £1050</p>	



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			word reading and on a teacher administered language assessment.			
Y1	Phonics Sept assessment shows 24 children are below where they should be on the RWI programme for the current time of year	RWI Subscription to online platform. Videos for parents of targeted children/Targeted out of school work. Videos for academic mentors (see below) Once a week after school 'club/meeting' to support parents with home teaching.	Previous excellent progress with the phonics catch up programme.	KW	RWI subscription £1200 6 x 1 hour after school - £150 Total = £1350	



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Y2	<p>Phonics</p> <p>Sept assessment shows 14 children are below where they should be on the RWI programme for the current time of year</p>	<p>1:1 intervention for identified children.</p> <p>15 mins daily (Autumn 2)</p> <p>As above for RWI Online subscription</p>	<p>Previous excellent progress with the phonics catch up programme</p>	KW/STy	<p>TA</p> <p><u>£625</u></p>	
Y3,4,5,6	<p>Planned recovery of curriculum through Autumn Term. Includes homework tasks, standalone lessons and merge with current learning.</p> <p>Maths English and Science</p>	<p>Online Learning Platform (Century)</p> <p>Children have diagnostic assessment and personalised pathway. Autumn Term trial. Spring Term all homework using this platform.</p>	<p>Our pupils engage well with online learning.</p> <p>Staff can see engagement and scores.</p> <p>Programme adapts to learning (differentiates)</p> <p>Ability to add teaching videos</p>	SLT	<u>£2500</u>	
Y6	<p>Spelling</p> <p>Test shows that spelling is lowest of the paper. Total scores show that 17/20 spelling patterns – Less than 50% children</p>	<p>Active Spelling programme</p> <p>12x1 hour</p> <p>(Whole class teaching before/after school).</p>	<p>Used part of it last year with Y6 as an intervention with good results shown after a short time.</p> <p>Teacher helped write the programme and is trainer for the programme, therefore able to ensure the quality.</p>	RB	<p>12 x 1 hour for 12 weeks</p> <p><u>£300</u></p>	



	achieved these. Whilst they will be Revisiting these patterns through year 6 – initial teaching needed.	(Spring)				
Y5/6	<p>Reading</p> <p>Current Y5 No children were able to return in the summer. Limited engagement online.</p> <p>Current Y6 returned for 3 weeks (2 days per week)</p> <p>Both evidence of reading at home through lockdown was good, but comprehension activities less engaged with.</p>	<p>RWI Fresh Start</p> <p>12 x 1 hour</p> <p>Two groups of 4 children</p> <p>(Spring)</p>	<p>Used last year to good effect with pupils – made accelerated progress esp. LA children.</p>	ST	<p>12x 1 hour for 12 weeks</p> <p>X 2 groups</p> <p>£600</p>	



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KS2	Maths and English across all year groups	Academic Mentors (DFE majority funded) X 2	<p>The school has been approved eligible for Academic mentors. 2 have been requested – (English+Maths).</p> <p>These will work with a minimum of 50 children in small group/1:1 sessions both during school hours and out of school.</p> <p>The specific children will be identified following assessment and testing at the end of A2 term. The mentors are due to start Jan 18th, once they have been allocated.</p> <p>Depepnding on the allocation, we will decide the best role for the mentors (ie trained in specific standard interventions).</p> <p>We may also target them to specific children, struggling with current restrictions in their learning</p>	HR/STy	Approx £5000	
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The remaining money will be identified for more individualised learning when a) the larger group approach/catch up has been delivered and analysed and b) when more detail is given regarding the NTP.