



Coronavirus (COVID-19): catch-up funding plan

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months. While funding has been allocated on a per-pupil or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs. Schools do not need to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years if they wish. The Education Endowment Foundation's ['School Planning Guide 2020-21'](#), may help schools to develop their plans for the premium.

Mainstream schools will receive £80 per pupil from reception to Year 11 inclusive, and special, AP and hospital schools will receive £240 for each place. This funding will be received in three instalments, the first in Autumn 2020, the second in early 2021 and the third in the 2021 Summer term. School leaders must be able to show that the funding is being used for its intended purposes, and governing boards are advised to scrutinise their school's plans for its use. The use of the funding will also be inspected by Ofsted when it resumes routine inspections. More information surrounding the catch-up premium can be found [here](#).

Catch-up plan

School name:	Highampton Primary School						
Academic year:	2021 - 2022						
Total number of pupils on roll:	29						
Total catch-up budget:	£2320	First installment:	tbc	Second installment:	tbc	Third installment:	tbc
Date of review:	April 2022						

Teaching and whole-school strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Mental Health and Wellbeing of children, staff and families	Clear focus across the school in promoting and teaching the importance of good mental health and wellbeing for all.	Quality first teaching of PSHE/PSED across the school. Clear MH&WB focus at beginning of return periods for all pupils (Sept x 3 weeks and March x 3 weeks) before staff complete the PSHE Assessment tool. Children's MH&WB week held before Christmas break.	Time for teaching staff to complete Boxhall Assessment tool.	All staff DP SW (SENDCo and Mental health champion)	All staff aware of the need to focus on children's MH&WB as a priority across the school.

<p>Development of Physical wellbeing</p>	<p>Clear focus across the school in promoting and teaching the importance of good physical health for all.</p>	<p>Quality first teaching of PE/Physical Development across the school. Investment in Sports Coach to deliver high quality PE sessions twice a week to all year groups, whilst providing high quality CPD for all staff.</p>	<p>Please see PE and Sports Premium document for further information on costings.</p>	<p>DP All staff</p>	
<p>Development of Phonics and Early Reading skills</p>	<p>RIP 2 – Highest priority placed on developing pupils’ knowledge and skills in early reading</p>	<p>Quality first teaching of a robust, systematic, synthetic Phonics programme – based on Letters and Sounds, delivered daily by class teachers.</p> <p>Identification of any gaps – tailor planning to meet the needs of the class</p> <p>Focus on Phase 1 phonics introducing the Phase 1 birds and a systematic way of delivering this and getting it right from the start.</p>	<p>New reading books for phonetic bands</p> <p>Both have links to remote learning plan.</p>	<p>DP CR (EY, KS1 teacher)</p>	
<p>Development of Early Mathematical skills</p>	<p>RIP 3 – Highest priority placed on developing pupils’ knowledge and skills in mathematics</p>	<p>Quality first teaching of a robust and systematic Mathematics programme – using White Rose Planning as a basis, delivered daily by class teachers.</p> <p>Identification of any gaps – tailor planning to meet the needs of the class.</p> <p>During Summer 21, to focus QFT on the gaps, particularly around Number and Calculations.</p>	<p>White Rose Planning – paid for in 2019-20. Ongoing cost into 2020-21.</p>	<p>AH/ DP</p>	

<p>Develop presentation skills across the school including fine motor skills</p>	<p>Clear focus across the school in promoting and teaching the importance of a clear, legible presentation style for all.</p>	<p>Quality first teaching of handwriting across the school, ensuring that we have a clear policy for presentation.</p> <p>Ensure that there is a timetabled slot for the teaching of handwriting throughout the week, little and often.</p> <p>Identification of any gaps tailor planning to meet the needs of the class.</p>	<p>Handwriting scheme</p>	<p>DP</p>	
<p>Development of Oracy skills including SLCN</p>	<p>Clear focus across the school in promoting and teaching Oracy skills</p>	<p>Quality first teaching of speech, language, communication, understanding, listening skills, etc across the curriculum.</p> <p>Identification of any gaps tailor planning to meet the needs of the class.</p>	<p>NELI –</p>	<p>DP All staff</p>	
<p>Development of behaviour for learning</p>	<p>Clear focus across the school in promoting and teaching the 7 Learning behaviours</p>	<p>Quality first teaching on a day to day basis, reminding children about the expectations around independence, listening, curiosity, co-operation, perseverance, risk-taking and resilience.</p>		<p>DP All staff</p>	
<p>Total spend:</p>			<p>£1000</p>		

Targeted support

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Mental Health and Wellbeing of children, staff and families	Systems in place across school to identify and support all stakeholders who may have poor mental health as a result of lockdown	Early identification of needs through new PSHE Assessment tool, Boxall Profile, Mentoring programme, We eat elephants EH4MH resources, etc	Time for staff to deliver individual or small group interventions based on support resources	All staff SW (SENDCo and Mental health champion)	
Development of Physical wellbeing	Ensure the focus is raised across the school of the importance of ensuring good physical wellbeing in order to support mental health and wellbeing	<p>Early identification of pupils who need further support in terms of being physically healthy including offers of extended school clubs, etc</p> <p>Introduction of OPAL Learning to school, to raise the importance of physical health and wellbeing – especially around playtimes.</p> <p>Engage in the summer term in developing this initiative to healthy eating and growing topics around the school.</p>	Please see PE and Sports Premium document for further information on costings.		
Development of Phonics and Early Reading skills	Ensure that systems are in place to identify and support any children who are falling behind with their phonics / early reading and increase their ability to catch up with their peers	<p>Daily interventions / opportunities to read, for the lowest 20% of pupils across each class.</p> <p>Regular (half termly) PST with Y1 and Y2 to ensure any children at risk of not meeting the desired levels are picked up instantly with QFT and Targeted support.</p>	<p>Staff training costs</p> <p>Support for staff to set up Accelerated reader labels, set up Phonics</p>		

		Create a physical Phonics resource bank and area within school to support staff and children from Phase 1 upwards.	resource base, etc		
Development of Early Mathematical skills	Ensure that systems are in place to identify and support any children who are falling behind with their mathematical / early number skills and increase their ability to catch up with their peers	<p>Daily interventions / opportunities to have pre-teaching / post-teaching for the lowest 20% of pupils across each class.</p> <p>Regular half termly teacher assessment on where the class are in terms of mathematical development and understanding. Any issues to be quickly picked up with QFT and targeted support.</p> <p>SR to engage with the Maths Mastery TRG project throughout the year and pass on any information to other staff.</p>	Staff training costs		
Develop presentation skills across the school including fine motor skills	Ensure that systems are in place to ensure that a more uniformed handwriting style is in place throughout the school.	<p>Introduction of Letterjoin across the school so that there is a uniformed approach to the teaching of handwriting.</p> <p>Individual children to be targeted for support where appropriate.</p>	Letterjoin - £292.80 per year		
Development of Oracy skills including SLCN	Ensure that systems are in place to identify and support any children who are falling behind with their speech, language and communication needs and increase their ability to catch up with their peers.	<p>Introduction of WellComm, NELI (Nuffield Early Language Intervention, Plymouth Oracy Project, etc – ensure all new staff have full training on how to support SLCN at St James.</p> <p>Daily interventions / opportunities to have pre-teaching / post-teaching for the</p>	NELI		

		<p>lowest 20% of pupils across each class.</p> <p>Regular half termly teacher assessment on where the class are in terms of speech, language, communication and understanding. Any issues to be quickly picked up with QFT and targeted support.</p>			
Development of behaviour for learning	<p>Ensure that systems are in place to identify what the expectations for learning are across the school, and support those pupils who are struggling to meet those expectations.</p>	<p>Create a learning behaviour charter based on the 7 learning behaviour superheroes in school, so all staff, parents, children, etc are aware of expectations for learning behaviors across each year group.</p> <p>Early identification of needs through new PSHE Assessment tool, Boxall Profile, Mentoring programme, etc</p>			
Total spend:			£500		

Wider strategies

Action	Intended outcome	Estimated impact	Cost	Staff lead	Comments
Mental Health and Wellbeing of children, staff and families	<p>Ensure the wider school community including parents understand the value of focus on MH&WB following the pandemic</p>	<p>Focus in Worship times for children.</p> <p>Engagement with families where we know children are struggling, referrals to outside agencies where appropriate.</p>	£100	DP	

		<p>Focus in newsletters and on website for parents and wider community.</p> <p>Staff questionnaire, regular staff check in's, Inset day training, etc on staff wellbeing and workload.</p> <p>Creation of a sensory garden for reflection and thought</p>			
Development of Physical wellbeing	<p>Ensure that extended school offer supports all children, but especially those who do not have other access to physical clubs outside of school.</p>	<p>Ensure a wide range of clubs is on offer across the year, led by fully trained Sports Coach.</p> <p>Engagement with families where we know children are struggling, referrals to outside agencies where appropriate, including support from the School Nurse.</p>	£100	NP	
Development of Phonics and Early Reading skills	<p>Ensure that parents and other stakeholders are fully aware of how we teach phonics and early reading across the school.</p>	<p>Introduction of Devon Library service to ensure a wide range of high quality texts are available and rotated termly for each year group.</p> <p>Set up Parent Powerpoints for each year group, explaining how we teach phonics in each year group aimed at parents and support staff.</p> <p>Ensure any books sent home are aligned to the schools Phonics programme and so pupils can successfully apply their skills in segmenting and blending whilst sustaining some fluency in their reading.</p>	<p>Devon Library service</p> <p>Phonetically decodable books</p>	CR	

		<p>Involve parents in individual targeted support where appropriate.</p> <p>Use of My Bug Club online lessons to support parents with phonics skills.</p>			
Development of Early Mathematical skills	<p>Ensure that parents and other stakeholders are fully aware of how we teach mathematics across the school.</p>	<p>Involve parents in individual targeted support where appropriate.</p>	<p>123 Learning intervention books £69</p>	<p>DP Class teachers/ TAs</p>	<p>Power of 1 Plus 2 Perform with Times Tables Perform with Time</p>
Develop presentation skills across the school including fine motor skills	<p>Ensure that parents and other stakeholders have increased knowledge of our handwriting policy across the school.</p>	<p>Engagement with parents to be increased around our new handwriting scheme – Letterjoin.</p> <p>Engagement with families where we know children are struggling, referrals to outside agencies where appropriate, including support from Occupational Therapy.</p>	<p>Handwriting scheme – Nelson £92.25</p>	<p>DP Class teachers/ TAs</p>	
Development of Oracy skills including SLCN	<p>Ensure that parents and other stakeholders have increased knowledge on how we promote speech, language, communication and oracy across school.</p>	<p>Engagement with families where we know children are struggling, referrals to outside agencies (SALT team) where appropriate.</p> <p>Focus in newsletters and on website for parents and wider community.</p>	<p>NELI</p>	<p>CR</p>	

Development of behaviour for learning	Ensure that parents and other stakeholders have increased knowledge on how behaviours for learning expectations across the school.	<p>Focus in Worship times for children.</p> <p>Engagement with families where we know children are struggling, referrals to outside agencies where appropriate.</p> <p>Focus in newsletters and on website for parents and wider community.</p>		DP/ all staff	
	Total spend:		£820		

Summary report

What is the overall impact of spending?
New intervention material is being purchased to measure impact and staffing allocation to implement the sessions. Pupil progress records measure impact.
How will changes be communicated to parents and stakeholders?
Pupil conferencing and parent consultations. Catch up statement and plan published online.
Final comments

Final spend:	£2320