



'Catch up' Premium 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 | | | | | |
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| Academy | Glapton Academy | | | | |
| Academic Year | 2020-21 | Total Catch up budget | £25600 | Number of pupils | 320 |

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

| 2. Barriers to future good attainment |
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| All pupils in all year groups have undergone baseline assessments on their return to school. Every child has an individual Catch Up Plan precisely targeted to need. To manage the necessary intervention additional provision is needed during the Autumn term and for up to 20 weeks. |
| A proportion of children had not been in school for a significant period of time despite all being offered some provision from June 1 st . |
| A minority of children did not engage well or at all, with home learning. |
| A proportion of children have had to relearn good learning behaviours on return to school before they can be ready to catch up. |
| The vast majority of children in last year's Y4 and Y5 (now Y5 & Y6) attended in June to undergo assessments in Maths and Literacy. A wide variety of gaps in basic skills and concepts were identified that need intervention. |
| Y3/4 are identified as weaker cohorts who have struggled to re-establish learning behaviours and have significant areas of previous learning to catch up on. |
| Children in EYFS/Y1 and Y2 all need significant phonics booster intervention. |
| Children who are poor attendees or have had previous PA are significantly those who did not take up the offer of provision before wider re-opening and have also had absence since wider re-opening. This group is high priority. |



| 3. Planning for Catch up interventions | | | | | | |
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| 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> | How will it be monitored | <i>Provide simple breakdown of proportionate or full costs.</i> | <i>Briefly evaluate impact of intervention against the identified outcomes.</i> |
| Y6 | Catch-Up assessments in Numeracy and Literacy | By 5 Catch-Up trained TAS In 2 x 15 minute interventions per week for each subject | The EEF guide states that in order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. There is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. | Catch-Up Intervention has a clear individual baseline assessment and progress monitoring checklists. | 2 x TAs additional training £1800 TA time x 10 hours per week 2 hours Catch Up Funded x 2 TAs £1,503.2 | EEF Progress Impact in months +5 Outcome Planned Precisely targeted intervention to reach individual targets (See Catch Up Plans) Additional TAs trained will enable volume of additional Catch Up now needed to be provided. |



| <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> | How will it be monitored | <i>Provide simple breakdown of proportionate or full costs.</i> | <i>Briefly evaluate impact of intervention against the identified outcomes.</i> |
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| 64 pupils from various age groups | Baseline Reading Assessments to check on Age appropriate book bands for bottom 20% of readers | Individual reads | This is a decoding reading intervention which also allows for supporting comprehension allowing 1-1 time to develop speaking and listening skills. It recognises the importance of EEF research that acknowledges that literacy progress requires motivation and engagement. Whilst providing reading time TAs will support comprehension by using <ul style="list-style-type: none"> • Prediction • Questioning • Clarifying • Summarising • Activating prior knowledge | Internal reading tracking system Used by teachers and monitored by English Lead | 64 Pupils 5.5 hours TA time each week 2 hours Catch Up funded x 2 £1,503.2 | EEF Progress Impact in months +6 Outcome Planned Accelerated progress tracked internally enabling children to reach book colour band appropriate for their age by the end of the year |



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| Y2 | Baseline Reading Assessments to check on Age appropriate book bands | Switch on Reading small group intervention | The purpose of Switch-on is to achieve functional literacy for as many pupils as possible, and so to close the reading achievement gap for vulnerable children working below age-expected levels in Y2 | PM Benchmark assessment. | Training funded by PPG plus 7 pupils 3 x week for 20 minutes 1-1 for 10 weeks £187.9 | EEF Progress Impact in months +6 Outcome Planned Accelerated progress for lowest achievers by 3 months per year in reading outcomes. |
| <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> | How will it be monitored | <i>Provide simple breakdown of proportionate or full costs.</i> | <i>Briefly evaluate impact of intervention against the identified outcomes.</i> |
| Y3/4 Y6 | Baseline Assessments in reading | Reading Comprehension Groups delivered by English Lead for identified pupils in this age group. | EEF research confirms that On average, reading comprehension approaches deliver an additional six 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. | DCPRO data Reading Book Bands Formal Reading assessments for <ul style="list-style-type: none"> • Prediction • Questioning • Clarifying • Summarising • Activating prior knowledge | 1 x day research for intervention teacher looking at EEF published guidance on improving literacy £200 2 x hour per week for teacher £1,340.8 | EEF Progress Impact in months +6 Outcome Planned Children to accelerate progress to reach ARE by the end of KS2 |



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| Y1 | White Rose Maths Baseline Assessment Spring 2 Y1 TA | 1 st Class Number Intervention | EEF research shows that pupils who received 1stclass@number made, on average, two additional months' progress in maths. | Sandwell Assessment | 10 pupils £990 3 x Training Days (PPG) 8 x 0.5 training costs £770 TA delivery time | EEF Progress Impact in months +2 Outcome Planned Children demonstrate deepened number sense in relation to numbers to 20 building a solid foundation for Y2 readiness To attain Y2 EXS by end of the KS1 |
| <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> | How will it be monitored | <i>Provide simple breakdown of proportionate or full costs.</i> | <i>Briefly evaluate impact of intervention against the identified outcomes.</i> |
| Y6 (initially) | Baseline assessments Autumn term week 1 including a 'cold write', White Rose Maths Assessment, Spelling Assessment, Individual reads looking for learning behaviours in the least able | Metacognition and Self-Regulation Intervention Collaborative Groups | EEF research shows metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. | Half termly Assessments and pupil discussion | 1 day Teacher Research £200 1 hour per week Teacher x 20 £670.40 | EEF Progress Impact in months +7 Outcomes Planned Pupils progress is accelerated by 7 months before May. Children involved can <ul style="list-style-type: none"> plan, monitor and evaluate their learning Pupils can self-regulate and manage challenge |



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| | | | <p>Self-regulated learning can be broken into three essential components:</p> <ul style="list-style-type: none"> • cognition - the mental process involved in knowing, understanding, and learning; • metacognition - often defined as 'learning to learn'; and • motivation - willingness to engage our metacognitive and cognitive skills. | | | <ul style="list-style-type: none"> • Organise & manage independent learning |
| <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> | How will it be monitored | <i>Provide simple breakdown of proportionate or full costs.</i> | <i>Briefly evaluate impact of intervention against the identified outcomes.</i> |
| Y1 Y3 | Cold Write in first week of autumn to assess transcription skills and writing skills | Transcription and Sentence Construction Groups | <p>EEF guidance document for Literacy Confirms that children must develop fluency in transcription to be able to concentrate on the content of their writing.</p> <p>EEF research also shows that children can improve their writing by being taught how to plan and monitor their writing.</p> | Writing teacher assessment against writing LEAPS | <p>2 small group tutor sessions per week 2 x Teacher hours X 20 £1,340.80</p> | <p>EEF Progress Impact in months +4</p> <p>Outcome Planned Children can structure texts , form and combine sentences and successfully use the writing process (draft, edit , revise, share,publish)</p> |



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| | | | | | | <p>Children develop fluency in physical processes of handwriting and spelling</p> <p>Children can independently complete writing activities set</p> |
| <p>KS1 All pupils</p> | <p>Teacher referral</p> | <p>Least active Club KS1 Active Club Girls Active Clubs</p> | <p>EEF guidance states Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. It will also be of benefit to tackle childhood obesity and engage children early and girls specifically in sport.</p> | <p>Uptake and retention data Pupil feedback Attendance & behaviour data</p> | <p>3 x £40 per week X 30 weeks £3600</p> | <p>EEF Progress Impact in months +2</p> <p>Outcome Planned Active engagement of those needing health & fitness intervention post lockdown</p> |
| <p><i>Year Group</i></p> | <p><i>Identified evaluation or assessment as a baseline</i></p> | <p><i>How will the intervention or provision be delivered?</i></p> | <p><i>Refer to research from EEF or other research to justify the choice of strategy.</i></p> | <p>How will it be monitored</p> | <p><i>Provide simple breakdown of proportionate or full costs.</i></p> | <p><i>Briefly evaluate impact of intervention against the identified outcomes.</i></p> |
| <p>All</p> | <p>Behaviour Data Attendance Data to Spring 2 Attendance data for provision offered from June 1st</p> | <p>After School & Breakfast Club</p> | <p>EEF guidance confirms that on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils</p> | <p>Half termly analysis of attendance and behaviour data</p> | <p>£273 per pupil X 15 £3,510</p> | <p>EEF Progress Impact in months +2/+3</p> <p>Planned Outcomes Improved attendance Improved behaviour</p> |



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| | Attendance since September 1 st | | benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers. | | | Developed social skills and benefits for SEMH and wellbeing |
| All | Vulnerable Pupils data ELSA referral system in school | ELSA TA will deliver sessions | ELSA is validated by the Psych service to support self- esteem, relationships, and friendships. Support for regulating strong emotions. Social communication support Loss & bereavement support. | Elsa referral and outcome system | Training for additional ELSA £800 | Planned Outcomes Additional children are supported post Lockdown who already have 3 or more ACES |
| All | Attendance data showing pupils with average of 95% attendance or below | Attendance Champion will drive attendance improvement plan | Support for Attendance Plan 2020/21 | Attendance data | 0.3 x additional hours for SENDco £800 x 6 £4,800 | Planned Outcome Attendance for specified pupils improves to 96% + PA reduces to at least National Average |
| Y1 Y2 | Autumn phonics baseline October Phonics Mock | Phonics Boost Sessions | EEF research shows that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress | Phonics tracker Phonics mocks | 1 hour per week x 3 TAs x 20 £1,127.4 | EEF Progress Impact in months +4 Planned Outcome 80% Pass rate for Y1 Phonics Boost 100% Pass rate for Y2 Retake |



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| <p>EYFS Y1</p> | <p>Age & Stages of development assessment of communication skills</p> | <p>Talk Boost</p> | <p>The Communication Trust research shows that Talk Boost narrows the gap between 4-7 year olds by 12 – 18 months in a 10 week period.</p> | <p>SENDCo Review</p> | <p>£500 training & resources Delivery Talk Boost Progress Tools TA x 1hour per week x 10 £187.9</p> | <p>EEF Progress Impact in months +5 <u>Planned Outcome</u> Improved language development for identified pupils focused on speech, language, and communication.</p> |
| <p>Y6</p> | <p>Y6 Baseline Assessments</p> | <p>Feedback Groups</p> | <p>Feedback is information given to the learner or teacher about the learner’s performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students’ learning. Feedback redirects or refocuses either the teacher’s or the learner’s actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the child’s management of their learning or self-regulation, or them as individuals (which tends to be the least effective). Feedback studies tend to show very high effects on learning.</p> | <p>Half termly TA in Y6 and QLA</p> | <p>2 x hour per week Intervention Teacher/TA x 8 pupils</p> | <p>EEF Progress Impact in months +8 <u>Planned Outcome</u> Accelerated progress for identified pupils at risk of not achieving EXS combined</p> |



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| <p>EYFS to Y6</p> | <p>Curriculum planning for LOTC</p> | <p>OAA School package set up in school</p> | <p>EEF research shows that OAA intervention shows positive impact on academic learning supporting collaborative learning. The level of physical and emotional challenge encourages problem solving, reflection and discussion. This can support vital skills of metacognition and self-regulation. It also supports non-cognitive outcomes such as self-confidence.</p> | <p>Attendance data Behaviour Data Pupil Interviews</p> | <p>£1650 For a whole school cross curricular orienteering package installed in school and staff trained in its use</p> | <p>EEF Progress Impact in months +4</p> <p>Planned Outcomes Make learning active across the curriculum, putting health and wellbeing at the core of learning</p> <p>Meet the chief medical officer's call to deliver 30 active minutes per day tackling the inactivity problem and reducing sitting time</p> <p>Take a scientific approach to improving standards across school – daily exercise and activity improves the brains concentration, retention and recall, overall benefitting the children's success in learning</p> <p>Provide your children with regular exercise and fresh air without sacrificing important curriculum demands</p> |
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