



COVID-19 catch-up premium spending: summary

Summary information

Total number of pupils:	161	Total catch-up premium budget:	£13,400
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Strategy statement

We will be approaching 'Catch-up' –using the three tiered model (illustrated on the next page):

1. Teaching
2. Targeted Academic support
3. Wider strategies

The overall aims of our catch-up premium strategy are:

- To raise the attainment of all pupils to close the gap created by COVID-19 school closures
- To reduce the attainment gap between our disadvantaged pupils and their peers
- To ensure pupils' mental well-being is allowing them to progress in their learning.

We will be following the measures from the three tiered EEF model and will use the funding to set up teacher led intervention groups. Groups will be prioritised following baseline assessment at the start of the autumn term, followed by assessment points at the end of autumn, spring and summer terms.

If there are further whole school closures catch-up funding will be used to support vulnerable pupils in school and those of Critical Key Workers (support will be designated using assessment point data).

A TIERED APPROACH TO 2020-2021, including use of Catch-up Funding

Colwich CE Primary

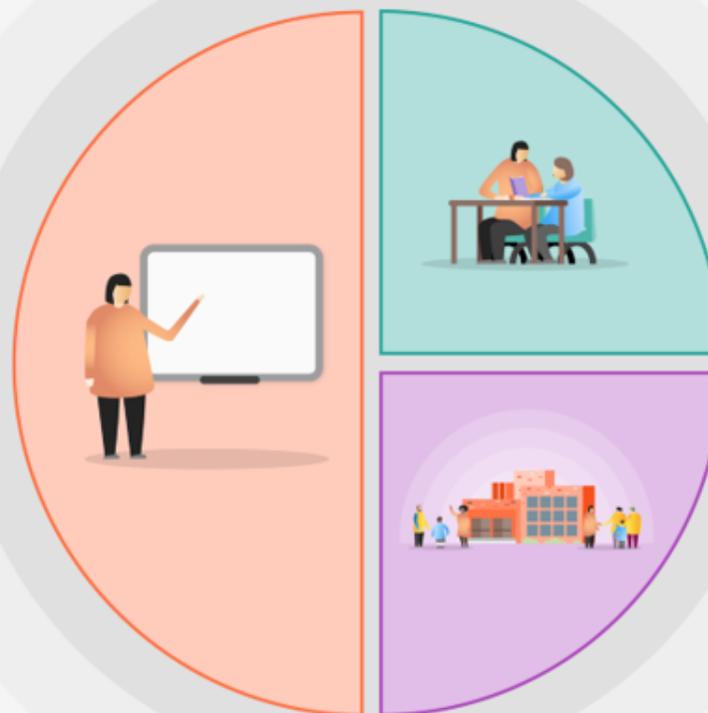


Model: A Tiered Approach

(Model adapted from EEF document)

1 Teaching

- Quality First Teaching supported by evidence based CPD.
- Thorough use of assessment to inform planning and close gaps.
- Focus on basic skills of reading writing and maths
- Embed whole class reading and writing approaches
- CPD and PM to enhance the quality of teaching and learning. Regularly monitor outcomes and quality of implementation.
- Embed new PSHE framework to promote pupil well-being across the curriculum.
- Promote staff well-being.
- Develop a broad and engaging curriculum.
- Develop TEAMS as a remote learning platform.



2 Targeted academic support

- TA led phonics, reading and maths interventions and small group support.
- TA support for vulnerable pupils to close gaps.
- Teacher led interventions based on gap analysis and needs of individual pupil.

3 Wider strategies

- Use of outdoor environment to extend learning provision.
- Transition, videos and online sessions for families, marketed on social media.
- Develop vision and values to help promote spirituality.
- Provide ongoing technical support for remote learning.
- Sustain weekly communications between home and school via the newsletter, Class Dojo and Texting service

Learn to Love; Love to Learn; Learn for Life

A TIERED APPROACH TO 2020-2021, including use of Catch-up Funding

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Barriers to Future Attainment

Academic barriers:

A	Low levels of literacy and numeracy for some SEND and Pupil Premium Pupils.
B	Future whole school or part school closures due to lockdown.

External barriers:

A	Access to technology for some families if moving to remote learning.
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A TIERED APPROACH TO 2020-2021, including use of Catch-up Funding

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Planned expenditure of Catch-Up Premium for current academic year based on Three Tiered Model

Quality of teaching for all - Stage 1 of Tiered Model

This will be funded through the main school budget and pupil premium budget.

Targeted support -Stage 2 of Tiered Model

Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Involved	When will you review this?
Employ a 0.5 teacher to lead intervention groups for pupils who have fallen behind.	Children will progress in their learning and tracking data will indicate they are achieving their potential.	Trackers show that some children have fallen behind with their work and have gaps. This approach allows pupils' gaps to be addressed by a qualified teacher and allows class teachers to focus on quality first teaching.	SLT will monitor and observe sessions as well as track results through assessment data and meetings with intervention lead.	SLT (AD/RC/LB) Intervention Lead CC	Half-termly

Total budgeted cost: £13,400

After Analysis of teacher assessment and test data, the above interventions will initially focus on the following:

- Y2/Y4 Reading to give opportunities for all children to reach at least expected standard
- Y6 small group interventions across reading, writing and maths to allow all children to reach at least expected standard.

Wider Approaches - Stage 3 of Tiered Model

This will be funded through the main school budget and pupil premium budget.

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Additional information

The following information has been used to inform the decisions above:

- Internal assessment
- Results of remote learning questionnaires
- Results of staff and pupil consultation
- Parent's Evening feedback
- Analysis of attendance records
- Case studies
- [DfE's catch-up premium guidance](#)
- [EEF's COVID-19 support guide for schools](#)