



Catch-Up Premium (Covid) Projected Expenditure 2020-21

Raising achievement		
Commitment	Process for Monitoring	Expected Impact
PiXL Autumn Transition package of assessment and aligned resources (£0 – included in assessment budget)	Analysis of data, incl national sample/QLA Termly Data/Strategy Meetings Link to Leadership/Core Team Meetings Link to staff appraisals Link to SEND/PPG/Eng&Maths surgeries	<ul style="list-style-type: none"> Staff have forensic assessment knowledge of children's abilities and use this to inform wave 1 provision Precise intervention is accurately identified and informed Identified pupils make progress against identified target statements Reading attainment demonstrates at least 10% increase Attainment milestones on track for Jan 2021, March 21 and July 2021
Continue Core Team meetings every three weeks (£0 – already built into directed time)	(see above)	(see above)
Trial Accelerated Reader in Y5/6 (£10000)	Online reporting/analysis – link to data analysis/SEF	<ul style="list-style-type: none"> Reading ages of children develop at an accelerated rate Reading habits improve – children read more widely and more often Parents are better able to support at home 90% identified catch up/Key Marginal children make accelerated progress to achieve ARE Reading attainment demonstrates at least 10% increase

Purchase new reading scheme books to support reading at home and in school (£2000)	Link to termly monitoring Parent survey (April 2021)	<ul style="list-style-type: none"> • Reading at home continues and expectations of daily/home reading embed • 90% identified catch up/Key Marginal children make accelerated progress to achieve ARE • Reading books match children's PM Benchmarked level • Regular reading at school continues • Reading attainment demonstrates at least 10% increase
Whole text/book units to support bridging units/holiday/closure homework (£2500)	Link to termly monitoring Parent survey (April 2021)	<ul style="list-style-type: none"> • Children's love and knowledge of books is developed • Children's reading habits widen • Children are supported to read at home/in school texts that are challenging • Reading attainment demonstrates at least 10% increase

Intervention		
Commitment	Process for Monitoring	Expected Impact
Third Space Online Maths Tutoring (£3000)	Track intervention data through: <ul style="list-style-type: none"> • Appraisals • Termly data review/reports • Core Team Meetings • Maths lead monitoring 	<ul style="list-style-type: none"> • Maths data milestones are met and targets achieved • 100% of children in receipt of intervention demonstrate increase in attainment/progress • 90% identified catch up/Key Marginal children make accelerated progress to achieve ARE
Small group tuition in Core Subjects (£3000)	Track intervention data through: <ul style="list-style-type: none"> • Appraisals • Termly data review/reports • Core Team Meetings • subject leader monitoring 	<ul style="list-style-type: none"> • 90% Identified catch up/Key Marginal children make accelerated progress to achieve ARE • Cohort targets are achieved • 100% of children in receipt of tuition demonstrate increase in attainment/progress • Analysis of intervention data demonstrates accelerated progress • 90% of Key Marginal children meet end of year targets
Year 1 phonics (£0)	6 weekly phonics assessment/tracking Phonics check every 12 weeks	<ul style="list-style-type: none"> • 85% achieve phonics screen threshold
Year 2 phonics (£0)	6 weekly phonics assessment/tracking Phonics check every 12 weeks	<ul style="list-style-type: none"> • 84% achieve phonics screen threshold
Year 3 phonics	6 weekly phonics assessment/tracking	<ul style="list-style-type: none"> • 95% achieve phonics screen threshold

(£0)	Phonics check every 12 weeks	
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Support / Wider Development Enrichment

Commitment	Process for Monitoring	Expected Impact
Increase staff ratios in Early Years and Year 1 to support transition (£5160)	Link to termly monitoring plan Baseline assessment Appraisals Y1 assessment using EYs framework - autumn data deadline	<ul style="list-style-type: none"> Children establish effective routines for learning Progress from baseline demonstrates impact Y1 progress from autumn baseline enables targets to be met Personal development demonstrates accelerated progress from baseline in Autumn term
Provide additional therapeutic support to identified vulnerable pupils (£2000)	Track intervention data through: <ul style="list-style-type: none"> Appraisals Termly data review/reports Core Team Meetings Termly behaviour and attendance report 	<ul style="list-style-type: none"> Exclusions are reduced from 2019-20 Attendance improves – target 95% Staff understanding and awareness of how to work therapeutically increases
Complete Impact Ed survey (£?)	Initial analysis – Sept, follow up Nov Link to SEF/SIP evaluation Link to termly monitoring	<ul style="list-style-type: none"> Vulnerable children are known and supported Additional support is provided, incl external partners, e.g. Primary Mental Health Autumn follow up demonstrates reduced anxiety and increased wellbeing or pupil in receipt of targeted support
Introduce online Parents' Evening system (£600)	Analysis of parent attendance Parent questionnaire	<ul style="list-style-type: none"> Partnership with parents is maintained/developed Parents are enabled to support their children at home
Extend bubble clubs (£2000)	Termly analysis of attendance, incl vulnerable pupils	<ul style="list-style-type: none"> Children's socialisation is encouraged and their wellbeing developed, including their physical fitness Identified pupils attend after school clubs and demonstrate increase in wellbeing (ImpactED/pupil survey)

Guidance

Commitment	Process for Monitoring	Expected Impact
RWI development days/training for staff (£1500)	6 weekly phonics assessment/tracking Phonics check every 12 weeks Link to appraisal and termly monitoring schedule	<ul style="list-style-type: none"> Staff are well trained and able to provide expert support in phonics instruction 90% Year 1-3 children secure expected confident phonic understanding/expected threshold (July 2020)

<p>Online development/partnership work with RGS and BCT (£600 supply cover for follow up/release of staff)</p>	<p>Parent/pupil survey to include online/home learning provision</p>	<ul style="list-style-type: none"> • Staff are well trained and able to provide expert support instruction to children who are isolating/learning from home • Use of new technology is incorporated and developed into school provision and systems • 95% pupils required to isolate make expected progress and achieve end of year targets
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Total Expected Spend £31760