



Catch Up Premium Plan : Stradbroke Primary School :

What is catch up funding?

The government is providing funding to cover a one-off universal catch-up premium for the 2020 to 2021 academic year. It aims to support pupils to catch up for lost learning due to COVID so schools can meet the curriculum expectations for the next academic year. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of **£80** for each pupil in years reception through to 11.

How will this be paid?

This funding will be provided in 3 tranches. The first payments have been made. The government will then distribute a second grant payment in early 2021, based on updated pupil and place data. The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil. A further £33.33 per pupil during the summer term 2021.

Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

Will schools continue to receive this money?

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.



School overview

Stradbroke CE Primary School		Queen Street, Stradbroke, Suffolk, IP21 5HH											
		Telephone: 01379 384 415											
Pupils in school		107											
Total amount of funding allocated.		£7840 (based on 98 children on role last academic year)											
Catch up premium funding lead		Hannah Hunt											
Governor Lead		Resources committee											
Plan authorised by		All Saints Multi Academy Trust- All Saints Laxfield and Stradbroke GB											
Review dates		December 2020 March 2021 June 2021											
Baseline assessment record to identify priorities for spend.													
Year Group	Number in cohort	Reading				Writing				Maths			
		Well Below	Just Below	Expected	Above Expected	Well Below	Just Below	Expected	Above Expected	Well Below	Just Below	Expected	Above Expected
R	17	5 = 29%	9 = 53%	2 = 12%	1 = 6%	6 = 35%	8 = 47%	3 = 18%	0	1 = 6%	4 = 24%	11 = 65%	1 = 6%
1	11	4 = 36%	1 = 9%	6 = 55%	0	4 = 36%	2 = 18%	5 = 45%	0	2 = 18%	2 = 18%	7 = 64%	0
2	19	8 = 42%	1 = 5%	7 = 37%	3 = 16%	6 = 32%	5 = 26%	8 = 42%	0	10 = 53%	4 = 21%	3 = 16%	2 = 11%
3	12	2 = 17%	3 = 25%	3 = 25%	4 = 33%	2 = 17%	3 = 25%	5 = 42%	2 = 17%	2 = 17%	3 = 25%	5 = 42%	2 = 17%
4	12	4 = 33%	4 = 33%	4 = 33%	0	4 = 33%	6 = 50%	2 = 17%	0	3 = 25%	3 = 25%	5 = 42%	1 = 8%
5	17	5 = 29%	1 = 6%	9 = 53%	2 = 12%	10 = 59%	5 = 29%	2 = 12%	0	3 = 18%	6 = 25%	6 = 35%	2 = 12%
6	18	7 = 39%	4 = 22%	5 = 28%	2 = 11%	10 = 56%	5 = 28%	3 = 17%	0	7 = 39%	5 = 28%	5 = 28%	1 = 6%



Objective What do we want to achieve?	Task How will we do this?	Lead person	Cost/Resources	How will you ensure it is implemented?	Impact: December 2020 March 2021 June 2021
<p>Improve the progress made by all pupils in reading.</p>	<p>Baseline assessments to identify children who may need more support to make progress in reading.</p> <p>Purchase a subscription for Reading Eggs which is an online intervention. Initially use with targeted children with potential to use across the school as appropriate and helpful.</p>	<p>All staff</p> <p>HH</p>	<p>£200</p> <p>£577.80</p>	<p>Monitoring every half term of interventions.</p> <p>Review of data at PP meetings.</p> <p>Monitoring of interventions through learning walks and intervention trackers</p>	<p>Y2 – 11 EXS by end of year, up to 58%.</p> <p>Y3 - 6 EXS by end of year, up to 50%.</p> <p>Y4 – 6 EXS by end of year, up to 50%.</p> <p>Y6 – 10 EXS by end of year, up to 56%. 4 GDS, up to 22%.</p> <p>Aided fluency and ability for these children to access and read texts.</p>
<p>Improve the progress made by all pupils in writing.</p>	<p>Ensure that all children are writing weekly, whether this be longer, assessed pieces or shorter, more guided pieces.</p> <p>Interventions run for children identified as needing extra support in writing (e.g. Beat Dyslexia, Nessy, handwriting intervention, extra phonics).</p>	<p>HH</p> <p>HH, RK</p>	<p>TA time £15 x 4 hr per week x 12 weeks £720</p>	<p>English co-ordinator to monitor.</p> <p>Head of School and SENCo to monitor.</p>	<p>Y2 – 12 EXS by end of year, up to 63%.</p> <p>Y6 – 8 EXS by end of year, up to 44%. 4 GDS, up to 22%.</p>



	<p>Use the expertise of staff to work on vocabulary and spellings.</p> <p>Purchase 'The Write Stuff' book to introduce new systems for improving the teaching of writing across the school.</p>	HH	£29.99	<p>HH to investigate and share ideas with staff through curriculum meetings.</p>	<p>Reception – from 35% well below to 0% by end of year.</p> <p>Y2 – from 32% well below to 16% by end of year.</p> <p>Y5 – from 59% well below to 29% by end of year.</p> <p>Y6 – from 56% well below to 33% by end of year.</p> <p>Small group intervention work aided spelling and extra phonics work.</p>
<p>Improve the progress made by all pupils in maths.</p>	<p>Baseline assessments to identify children who may need more support to make progress in maths.</p> <p>Purchase a subscription for Emile which is an online intervention. Initially use with targeted children with potential to use across the school as appropriate and helpful.</p>	<p>All staff</p> <p>HH</p>	<p>£200</p> <p>£380</p>	<p>Monitoring every half term of interventions.</p> <p>Review of data at PP meetings.</p> <p>Monitoring of interventions through learning walks and intervention trackers</p>	<p>Y2 – 11 EXS by end of year, up to 58%.</p> <p>Y3 – 8 EXS by end of year, up to 75%.</p> <p>Y6 – 10 EXS by end of year, up to 56%.</p> <p>Y2 – from 53% well below to 26% by end of year.</p>



					Emile has plugged gaps in foundations of maths skills (place value and number). Aided mental maths and confidence to solve problems.
Improving attainment at the end of KS2 in reading and maths.	1:3 online tutor sessions with an approved partner from the National Tutoring Programme (TBC)	HH	£1,575 approx (depending on chosen provider)	Monitoring every half term of tutoring through information given to the school by the tutor. Review of data at PP meetings.	Fleet Tutors chosen to aid Y5/6 reading and maths. Maths – 6/7 children who received tutoring achieved EXS at end of Y6. Reading – 7/7 children who received tutoring achieved EXS at end of Y6. Y5 group to continue tutoring sessions into Y6, good progress so far.
Improving outcomes for all learners identified as having SEN.	Employment of additional TA for 2 days a week to deliver specialised interventions.	RK/HH	£2353.60	Monitoring of interventions through looking at folders and learning walks.	Evidence from intervention folders demonstrates good progress made with fluency of reading (through phonics, flashcards and extra reading sessions). Evidence of



					progression towards Speech and Language (SALT) targets for specific children.
Improve our Remote Learning offer based on parental feedback following the first lockdown.	Purchase subscription for Classroom Secrets Kids to provide children with interactive learning videos and learning activities tailored to their individual needs in the event of remote learning.	HH	£230	Monitoring use of through pupil and staff discussion.	Feedback from parents suggests that Classroom Secrets Kids was beneficial as having learning videos to explain methods and strategies explicitly.
Improve access to technology for families identified as struggling to access technology in the event of having to use home learning.	Devices to be provided to two families identified as being disadvantaged and not having access to devices to successfully engage with remote learning.	HH	£898	Monitoring through parental feedback.	Families were grateful for extra devices to allow children to access online learning. Support was also given with set up and logging in to Google Classroom. Ongoing support given as homework is all set on Google Classroom and MyMaths, so families continue to benefit from having access to these devices.
Improve pupil wellbeing.	Provide opportunities for children to participate in Forest School holiday clubs to build their self-esteem, confidence and social skills.	MB	£100	Monitor through observations, pupil and parent voice.	Children accessed Forest School holiday clubs over May half term and Summer Holidays. Improved



					social skills (communication and language), as well as confidence when interacting with others.
Play-based therapy for pupils affected by lockdown	Provide low level therapy for pupils affected by lockdown/ school refusing when schools reopened/ exhibiting behavioural need.	SU play-based therapy	£45 per pupil per session x3 weekly x 12 week Summer Term £1620	Monitor through attendance and behavioural incidents.	Very effective for individual children's needs, particularly confidence and self-esteem, as well as anxiety. Opportunity to build a positive relationship with a trusted adult. Attendance was increased for specific children, eg. steadily increasing for 1 child from 20% attendance in one week in April up to 100% by end of year.
		Total	£8975		