



Federation of Stewart Headlam and Hague Schools



Covid-19 Catch-Up Premium Statement and Action Plan

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1. What is it?

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 so schools can meet the [curriculum expectations](#) for the next academic year.

Schools are able to spend the funding in the most effective way for pupils, which could include accessing the [National Tutoring Programme](#) - a part of the government's £1 billion catch-up package. See the 'How should we spend the premium?' section below for more details.

2. Who's eligible?

This universal catch-up premium funding will be available for:

- Primary, middle, secondary and all through local authority-maintained schools, academies and free schools
- Local authority-maintained special schools
- Special academies and free schools
- Special schools not maintained by a local authority
- Independent special schools - local authorities will receive funding for pupils with education, health and care (EHC) plans, based on the number of such pupils in the area
- Pupil referral units (PRUs)
- Alternative provision (AP) academies and free schools
- Local authority-maintained hospital schools and academies

3. How and when will the funding be allocated?

Mainstream schools

We receive a total of **£80 per pupil** (for reception through to year 11), as follows:

- In 3 instalments - in autumn 2020, 'early 2021' and summer 2021
- We get a total of £46.67 per pupil split across payments 1 and 2
- We then get £33.33 per pupil for payment 3
- Per pupil numbers for each instalment will be based on the latest available data. For the payment in 'early 2021', this'll be your 4-15 pupil headcount from the October 2020 census.

School	Total Covid-19 Catch-up funding	Autumn	Spring	Summer
Hague	£18,400	£3,840	£6,900	£7,660
Stewart Headlam	£20,320	£5,540	£6,320	£8,460

4. How should we spend the funding?

It's up to schools to decide, which pupils need to access the support.

Although we receive funding on a per pupil basis, we should use the sum available as a single total to prioritise support. There are no specific requirements for who to spend it on. We identify pupils that will benefit most from the funding i.e those **children likely to have the biggest gaps in learning because they**

- Missed a lot of work, or weren't been engaging with or accessing remote learning (talk to your teachers, or whoever's been overseeing remote learning)
- Didn't have access to the technology needed, or whose home lives make home learning difficult
- Are vulnerable or have EHC plans, so learning from home may have been challenging
- Have experienced difficult family circumstances, such as a bereavement, that may have got in the way of their learning

The activities that we will provide. The DfE recommends the following:

- Small group or 1-to-1 tuition (particularly through the **National Tutoring Programme** - see the section below for details)
- Extra teaching capacity or summer programmes.

The Education Endowment Foundation (EEF) has [guidance](#) on catch-up approaches schools can choose, as well as a [planning guide](#) to help schools implement the catch-up strategies in this 2020/21 academic year.

What's the National Tutoring Programme?

The National Tutoring Programme (NTP) is one of the areas where you can spend your catch-up premium grant outlined above, if suitable for your pupils and context.

The NTP aims to provide intensive, targeted support for disadvantaged and vulnerable pupils who need the most help to catch up.

Who's eligible?

The NTP is available for pupils that need the most help to catch up, that are either:

- Reception age in **state-funded** schools (places are limited and, if oversubscribed, will be prioritised based on your school's percentage of pupils eligible for free school meals)
- 5-16 year olds in **state-funded** primary and secondary schools
- 16-19 year olds in **school sixth forms, colleges and other 16-19 providers**

How will our use of the funding be scrutinised?

Schools will be held to account for how we use the catch-up premium funding in 2 ways:

1. Governor and trustee oversight

Governors or trustees will scrutinise the plans for and use of catch-up funding.

They'll consider whether you're:

- Spending the funding in line with the school's catch-up priorities
- Being transparent with parents on the use of the funding

2. Ofsted visits

- During the autumn term, Ofsted will be carrying out non-graded visits. Part of the visits will involve discussion on how you'll be bringing pupils back into full-time education, which may include the plans you have to spend your catch-up funding
- From summer 2021 (at the earliest; exact timing under review), Ofsted plans to resume routine inspections. As part of the quality of education judgement they'll look at how schools are using the catch-up funding to make sure the curriculum has a positive impact on all pupils

How should we report on our spending of the catch-up premium?

Schools should publish details on their school website of:

- How we plan to spend the grant
- How we'll assess its impact on the educational attainment of our pupils
- This is explained in the DfE's school website guidance for [maintained schools](#) and [academies](#).

5. The broad aims for Catch up for the Federation of Stewart Headlam and Hague Primary Schools

- Attainment outcomes at the end of 2020-21 for all year groups will be at least in line with their last assessment prior to lockdown in March 2020. This means that if a child was working at age related expectations for a subject they have maintained that expectation by July 2021.
- The well-being, mental health and pastoral needs of the pupils are identified, met and supported by school interventions.

6. Catch up for all children means

- Working through our Recovery Curriculum for each year group. The Curriculum has been reviewed based on gaps in children's learning due to periods of lockdown and self-isolation or illness.
- The Medium Term plans are being adapted throughout the terms to focus on gaps in learning for core subjects as well as the wider curriculum or activities which have been harder for children to access
- The 'soft start' to the day facilitates 'catch-up' for all children as they have a regular time to consolidate basic skills; handwriting, spelling of high frequency words, basic sentence punctuation, basic counting and arithmetic including addition, subtraction, multiplication and division facts recall as well as reading and writing skills.
- In the autumn term, there will be a focus on core Reading Writing and Maths teaching to address gaps. Some subject areas will be taught as a blocked day or have slightly less time on a weekly basis.
- The emphasis will be on early reading and phonics focusing on reading for understanding and secure vocabulary.
- Teachers will use low stakes quiz to assess gaps in learning and the progress made so that lessons and teaching address the needs.
- Using Google Classroom and effective home learning strategies for consolidation opportunities or pre-teach in readiness for new learning.

- Physical fitness, social interaction, mental health, wellbeing and all the associated skills and attitudes will be prioritised through circle time, playtimes and PE with sports coaches, learning mentors and the Play and Lunch Leaders.

Some children will have a more bespoke focus

- Additional support on core skills for example 1:1 online tutors in Years 4/5 6, small group teaching interventions for basic reading skills in Reception and Year 1 led by learning support staff. The SENCO identifies children as part of EHCP/SEND provision to address language and communication delay.

7. Catch up is not:

- Cramming subject knowledge for tests
- Lots of extra homework for children and families
- Teachers tracking lots of gaps based on testing of missed objectives