

Fulbridge Academy Catch-Up Premium

The Catch-Up Premium is funding that has been paid to the school by means of a specific grant due to the schooling the children have missed as a result of the Covid-19 pandemic.

The Catch Up Premium is to support all children. It is additional to main school funding and will be used to address any gaps in the pupils' learning over the 2020-2021 academic year.

The funding received by the school is: £ 67,160 (£80 per pupil)

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Catch Up Premium Spending

Intent (with costing)

Implementation

Impact

Teaching and Whole School Strategies

Support great teaching and pupil assessment feedback

The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital throughout this academic year.

Prioritising high quality instruction in the classroom setting has new-found logistical barriers, but the principles of great teaching remain unchanged. Our recent review of the evidence on 'Special Educational Needs in Mainstream Schools' found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies are key components of high-quality teaching and learning for pupils.

Having deep subject knowledge and a flexible understanding of the content being taught is clearly important. Other subject specific EEF guidance reports will be useful here in identifying apt approaches.

High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils' progress, particularly as they maintain classroom routines and recover any learning loss. Schools may also consider how they assess pupils' engagement with school and their well-being. This may prove useful diagnostic information, whilst also support establishing new habits and behavioural routines.

Whole-school planning that focuses on high-quality teaching requires the support factor of sustained professional development. Focused spending on improving teaching in the coming year may include training and support for early career teachers in particular. Areas such as effective remote teaching may need to be revisited in professional development, thereby ensuring effective remote curriculum provision should unplanned school closures occur.

<p>Improve the phonics provision for children (Staffing cover costs for the CPD) £6,135.60</p>	<p>Cover the staff to attend the online training of the phonics course</p>	<p>Improved staff phonics planning and teaching</p>
<p>Improve the phonics provision for children (Phonics course programme) £13,464</p>	<p>Purchase the phonics programme for staff CPD</p>	<p>Improved staff phonics planning and teaching</p>
<p>Reading Books to support reading curriculum improvements £21,155.90</p>	<p>Purchase reading books to support the curriculum and home learning. These books will complete our literacy curriculum and enhance the engagements for all children</p>	<p>Increase reading fluency/ability</p>
<p>Enhance curriculum lead ability £4,000</p>	<p>Curriculum lead 2 year course to continue to develop their understanding of leading curriculum to allow them to further enhance the schools curriculum offer.</p>	<p>Improve the curriculum offer for the staff and children.</p>
<p>Targeted Approaches</p>		
<p>Tuition and Intervention programmes</p>		
<p>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.</p> <p>Considering how classroom teachers, teaching assistants and external partners can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, is likely to be a key component of effective planning for this academic year.</p> <p>Approaches to interventions, such as one to one and small group tuition, require close attention to effective implementation, ensuring sessions are explicitly linked to the content of daily lessons and that effective feedback structures are in place. Such interventions are typically maintained over a sustained period and require careful timetabling and associated training so that delivery is consistent for staff and pupils.</p>		
<p>Tuition 1:3 £285</p>	<p>Once we know how many sessions will identify the children.</p>	<p>Targeted support for lower ability year 5 & 6 children.</p>
<p>Additional small group tutoring £165</p>	<p>Small groups of children with similar intervention needs to be supported with extra sessions.</p>	<p>Targeted support in maths and reading for small groups across all year groups.</p>
<p>Wider Strategies</p>		
<p>Supporting parents/carers and holiday support</p>		
<p>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. These local needs and challenges will be different for every school community.</p> <p>Continuing to re-establish the routines of the classroom, and of school, will likely prove beneficial for pupils. Supporting pupils' social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning. Regional lockdowns plus self-isolation have continued to disrupt attendance in some schools with a likely disproportionate impact on disadvantaged pupils.</p>		

<p>Attendance is likely to continue to be problematic throughout the academic year. It is also likely to have a disproportionate impact on disadvantaged pupils. Some parents and carers may continue to be hesitant about their children attending school. Additionally, 'Burst bubbles' and intermittent attendance is likely to be harder for schools to manage. While there isn't much high quality evidence to support specific strategies, it is clear that planning to continue to support families and sensitive communication with parents and carers will prove vital.</p>		
<p>Holiday Catch Up Club £2933.63</p>	<p>Three days in the Easter Holiday for 30 children from year six and 30 children from year five to attend school from 8.30 - 3.30 for support with catch up learning.</p>	<p>Targeted support for the lower attainers in year five and six.</p>
<p>Total Catch Up Premium Allowance £67,120</p>		

Carried forward: £14637