



'Catch up' Planning Statement

The government has announced £650 million will be shared across state primary and secondary schools over the 2020/21 academic year. This is expected to equate to approximately **£80 per pupil**.

Whilst head teachers will decide how the money is spent, the government expects this to be spent on small group tuition for whoever needs it.

This one-off grant to support pupils in state education recognises that all young people have lost time in education as a result of the pandemic, regardless of their income or background.

Separately, a National Tutoring Programme, worth £350 million, will increase access to high-quality tuition for the most disadvantaged young people over the 2020/21 academic year. This will help accelerate their academic progress and prevent the gap between them and their more affluent peers widening.

Please complete this planning tool to identify groups of pupils who may require additional tuition. The funding is not available for interventions that remove pupils during the lessons and should only be targeted at morning, lunch or afterschool learning that is additional to the core teaching offer. The Education Endowment Foundation also has a [published guide](#) to help school leaders and staff decide how to use this funding to best support their pupils and their outcomes. The [Toolkit](#) provides an evaluation of the various tested programmes.

[The National Tutoring Programme](#) is designed to reach up to two million of England's most disadvantaged children.



1. Summary information 'Catch up' Grant					
Academy	Huntingdon Academy Primary School				
Academic Year	2020-21	Total Catch up budget	£30,800	Number of pupils	385 (currently F2 – Y6)

Initial evaluations and assessments of gaps/barriers for groups of pupils

2. Barriers to future good attainment
Access to technology for disadvantaged pupils in case of year group, local or national lockdown
Families without access to Wi-Fi couldn't access online or blended curriculum
Rough 50% of pupils across school accessing online learning during lockdown. Some that did access it did not follow all the instructions carefully and their work was below ARE standard.
Majority have not read since March and were baselined at or below their book band from pre lockdown
Emotional barriers of learning at home with low support levels or encouragement
Lack of parental engagement due to low literacy and language levels
Persistence absences

3. Planning for Catch up interventions					
What do we want to achieve?	How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?	Progress/Impact



<i>Year Group</i>	<i>Identified evaluation or assessment as a baseline</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>		<i>Provide simple breakdown of proportionate or full costs.</i>	<i>Briefly evaluate impact of intervention against the identified outcomes.</i>
All	Identified in evaluation of pupils attainment from spring 20 to baseline. Online learning platform needed.	SeeSaw Online learning platform used for home work and additional at home support	There is EEF evidence that remote learning can have positive impacts on learner outcomes – most meta-analyses conducted on remote learning approaches found results to be either higher or the same as traditional instruction	HV online learning coordinator Phase leaders	£1494	
Y1 – Y6	Identified in evaluation of pupils attainment from spring 20 to baseline. Online learning platform needed.	EduShed Online learning platform used for home work and additional at home support	Games for learning were found by the EEF research to have a high impact on vocabulary learning. Using technology to support retrieval practice can help pupils retain key ideas and knowledge.	RW English Lead	£280.80	
All	Identified evaluation from lack or progress made in pupils who couldn't access technology from home during lockdown.	CGP Text books for home to support gaps in attainment where technology isn't available.	The EEF suggests that almost all remote learning uses digital technology, typically requiring access to both computers and the internet. Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to alternative resources.	Class teachers & phase leaders	£2070	



All		<p>Oracy and spoken language intervention</p> <p>20 minutes daily and integrated into all teaching and learning sessions</p>	<p>Studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p>	RW NLO	<p>Free In house CPD training (Voice 21 NLO)</p>	
EYFS	<p>Identified in evaluation of pupils communication, language and literacy skills on entry to EYFS.</p>	NELI	<p>EEF research found that children receiving the NELI programme made the equivalent of +3 additional months' progress in oral language skills, on average, compared to children who did not receive NELI.</p>	JS & RM	<p>£195 training £345 resources</p>	
Year 1	<p>35% of pupil's baselines into Year 1 below ARE for phonics.</p> <p>65% pupils were on track to make GLD but large gaps in foundation knowledge of</p>	<p>Small group phonics (clearly targeted through gap analysis and sounds assessments)</p> <p>Small group and 121 numicon</p>	<ul style="list-style-type: none"> - EEF research found that around 80% of disadvantaged pupils currently do not have access to quality tuition to improve attainment gaps. The National Tutoring Programme aims to support schools in addressing this across multiple subjects. - Reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. 	<p>RW & FP</p> <p>Class teachers</p>	<p>2 x full days / week</p> <p>£9000</p>	



	number and writing identified.		<ul style="list-style-type: none"> - Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches) - Numicon is a multi-sensory scheme designed to teach number to typically developing pre-school and primary school children. On average, the children in the evaluation study made 5 months additional progress on a standardised numbers skills assessment. 			
Year 2	<p>25% of pupils baselined below ARE in reading</p> <p>31% of pupils baselines below ARE in Writing</p> <p>40% of pupils were assessed as below ARE in baseline in phonics.</p>	<p>121 reading</p> <p>Small group phonics (clearly targeted through gap analysis and sounds assessments)</p>		RW FP RF & RM		
Year 4	<p>22% of pupils not on target to meet ARE in reading in baseline assessment.</p> <p>26% of pupils not on target to meet ARE in writing in baseline assessment.</p>	NTP Academic Mentor (teach first)	See above for NTP guidance.	MW EB HV & RM	TBC	APPROX. £3000
Year 5	21% of pupils not on target to make ARE in reading	NTP Academic Mentor (teach first)	See above for NTP guidance.	SL, DT LW & RM	TBC	APPROX. £3000



	<p>without significant additional intervention from baseline assessment.</p> <p>26% pupils not on target to make ARE in writing without significant additional intervention from baseline assessment</p>					
Year 6	<p>24% of pupils not on target to make ARE in reading without significant additional intervention from baseline assessment</p>	NTP Academic Mentor	See above for NTP guidance.	LW, ES & RM	<p>£10000 contribution</p> <p>5 x half days / week</p>	
	<p>20% of pupils not on target to make</p>	121 tuition before and after school	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact		Free	



	ARE in maths without significant additional intervention from baseline assessment	Holiday catch up club – Easter. 6staff members, half days. Small groups (GVPS, Maths & Reading)	On average, evidence suggests that pupils who attend a holiday school make approximately two additional months' progress compared to similar pupils who do not. Greater impacts (as much as four additional months' progress) can be achieved when holiday schools are intensive, well resourced, and involve small group tuition by trained and experienced teachers.		6 trained teachers 6 x £200 £1200	
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Measuring impact.

- All pupils will sit standardised testing in week 1 ,2 & 3 of Autumn 1 to ascertain gaps in learning and enable planning of bespoke intervention for individual pupils.
- Staff will use impact file trackers to document each session and its success.
- Standardised tests to be repeated in autumn 2, spring 2 and summer 2 to measure scale of progress.
- Case studies of individual pupils will be used to deep dive into the holistic picture of impact for selected pupils where NCT and tutors are used.
- Intervention book monitoring from class teacher
- Half termly formative assessments for individual pupils