

## Catch Up Premium Strategy Statement

Summary information [Finance information based on Financial Year 2020 – 2021]			
Academic Year	2020 – 2021	Total Catch Up budget	£50,480
Total number of pupils on roll	631 (+48 nursery)		

5. Planned expenditure					
Academic Year 2020 - 2021					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils make accelerated progress in order to 'catch up' on missed education during school partial closures.	Experienced, qualified, school based teacher to run targeted interventions with small groups or individuals during the school day. These will begin in September.	Pupils targeted based on historical data and formal and informal assessments made by class teachers. They have been identified as being at a significantly lower starting point than anticipated. Pupils are known to the pastoral team as having been disproportionately disadvantaged during the lockdown period through regular contact.	Pre and post assessments will be made by the member of staff, and informal assessments will continue through interventions.	LJ, AB	After each intervention, usually half termly.
	Teaching Assistants will receive a programme of CPD based on needs of pupils in each year group in order to deliver enhanced learning opportunities or intervention. This will begin in Autumn 1			LJ	
	Programme of intervention run by existing school staff in English or Maths outside of school hours for small groups or individuals. Sessions paid at £20 per sessions (not including on-costs) These will begin following October half term.		LJ		
	Utilise two 'Academic Mentors' provided by the National Tutoring Programme (NTP) and Teach First to run further interventions for groups or individuals both during the school day and before and/or after school. The start date will depend upon availability from the NTP.		LJ		
	Additional support for pupils and families with Social, Emotional and Mental Health (SEMH) needs arising out of Covid-19. This will be delivered by class teams following training, through daily 'Restorative Circles' and through targeted intervention by the Inclusion Team.		Pupils with SEMH needs are less 'ready to learn' than their peers and therefore will find accessing learning, particularly 'catching up' difficult. We have identified pupils through pastoral support provided over the lockdown period and based on behaviours upon return.	Pre and post intervention assessments will take place. Behaviour monitoring, CPOMs analysis and outcomes from staff 'Solution Circles' supervision sessions.	