



Covid-19 – Catch-up Premium

The government has made available £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. The catch-up premium is funded on a per pupil basis at £80 per pupil and is based on the October 2020 census meaning Dovers Green will be in receipt of £22,720 (284 x £80).

At Dovers Green, this money will be used in order to provide:

- Curriculum resources and materials that support the “catch up” and mental health and wellbeing of children.
- Support Staff to develop the outcomes of children who have been identified as needing “catch up” in their learning.

There are two broad aims for “Catch up” at Dovers Green:

- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the end of 2019-20.
- The mental health and wellbeing needs of pupils are met and supported by the school.

More information about the Catch-up premium can be found at: <https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium>

Catch-Up at Dovers Green is:

(For all children)

- **Focus on consolidation of basic skills.** The core skills which enable successful learning will require increased curriculum time across all year groups. These include: phonic and reading skills, handwriting, spelling of high frequency words, basic sentence punctuation, basic number work including counting, place value, addition and subtraction.
- **Additional lesson time for core teaching.** Reading, writing and maths teaching will require increased teaching time in order to cover missed learning - particularly in the autumn term. In order to keep a broad and balanced curriculum, we will continue to have theme weeks such as a STEM week in the autumn term.
- **Particular focus on early reading and phonics.** This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will continue to use the gap analysis tool on Target Tracker to identify gaps in learning and adapt teaching accordingly.
- **Time spent on mental health, wellbeing and social skills development through the Restore Curriculum.** This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.

(For some children)

- **Additional support and focus on basic core skills.** Supported by additional staffing utilising catch up premium - dependent on need as identified through ongoing assessment.
- **Additional time to practise basic skills.** This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

1 Teaching

- Quality First Teaching supported by CPD for teachers and support staff including RWI, Zones of proximal development and scaffolding, EP training on supporting children with literacy difficulties.
- Focus on developing metacognition and the quality of teacher modelling and explanation through SDP priority and CPD.
- Whole-school approach to phonics and reading underpinned by clearly defined formative assessment practices
- A broad and engaging curriculum that focuses on vocabulary acquisition.
- Curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects.
- Development of a Maths Mastery approach supported by external Mastery Specialists.
- High quality remote learning in place using Seesaw as the platform. (See Remote learning plan.)
- Teachers model use of key strategies for identifying emotions and employing self-regulation strategies.



2 Targeted academic support

- Structured interventions in place to target identified children either one to one or small groups run by both teachers, SaLT and TAs.
- CPD for Teaching Assistants to maximise effectiveness.
- Additional reading and phonic support for identified children.

3 Wider strategies

- ELSA and Drawing and Talking therapy to support SEMH.
- Information videos for parents and carers uploaded onto website so that they can more effectively support their children at home.
- Weekly access to therapy dog for targeted children.

Barriers to learning

Barriers to future attainment

Academic barriers:

1 Low levels of literacy. In October 2020 the number of children working below expected levels were:

	Spoken Language	Reading	Writing
Year 1	27%	37%	36%
Year 2	42%	47%	44%

Further analysis shows that PP premium are a priority.

Reception (88 pupils)	Number of Pupils (%) assessed in each Step as at Reception Autumn 2									
	Pre3 b	Pre3 s+	Nur b	Nur b+	Nur w	Nur w+	Nur s	Nur s+	Rec b	Rec b+
Listening, Attention and Understanding	1 (1.1%)	1 (1.1%)		4 (4.5%)	6 (6.8%)	20 (22.7%)	22 (25.0%)	17 (19.3%)	17 (19.3%)	
Speaking	1 (1.1%)		4 (4.5%)	4 (4.5%)	10 (11.4%)	12 (13.6%)	14 (15.9%)	23 (26.1%)	20 (22.7%)	
Word Reading	1 (1.1%)		1 (1.1%)	3 (3.4%)	9 (10.2%)	16 (18.2%)	26 (29.5%)	10 (11.4%)	21 (23.9%)	1 (1.1%)
Writing	1 (1.1%)		6 (6.8%)	3 (3.4%)	11 (12.5%)	18 (20.5%)	20 (22.7%)	15 (17.0%)	14 (15.9%)	

2 Low levels of maths. In October 2020 the number of children working below expected levels were:

	Maths
Year 1	25%
Year 2	45%

Reception (88 pupils)	Number of Pupils (%) assessed in each Step as at Reception Autumn 2								
Subject	Pre3 b+	Pre3 w+	Nur b	Nur b+	Nur w	Nur w+	Nur s	Nur s+	Rec b
Number		1 (1.1%)	1 (1.1%)	2 (2.3%)	9 (10.2%)	18 (20.5%)	26 (29.5%)	31 (35.2%)	
Numerical Patterns	1 (1.1%)			2 (2.3%)	5 (5.7%)	14 (15.9%)	39 (44.3%)	19 (21.6%)	8 (9.1%)

Planned expenditure of Catch-up premium for 2020 - 2021

Quality teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this? How will it be monitored?
Implement RWI across the school.	Reading and writing levels will rise because the children will be able to apply learnt phonic skills.	Research identifies that children can make up to 3+ month progress on the RWI programme.	CPD for all. Peer observations. Drop-in clinics. Half-termly assessments Flexible groupings across a year group. Every child to have a reading book for home that is closely matched to their phonic ability.	Hannah Edwards Karen McDonough	Half-termly assessments of the children using the RWI assessment. Children to move groups accordingly.
Sustained CPD to ensure high quality first teaching.	Outcomes for all children will improve. All staff confident in using a range of strategies.	EEF guidance and reports	CPD for all. Peer observations.	SLT	Termly pupil progress meetings Weekly PPA to identify children who are not making expected progress and appropriate interventions identified. Observations and book looks will show pupil progress.
To provide high quality remote learning.	All children will be able to access learning that they are missing if they are unable to come into school due to Coronavirus restrictions.	Research into learning platforms. Seesaw was identified as meeting the needs of our children and families.	Training for all staff. Remote learning available for all children self-isolating. Parental feedback. Children's engagement.	Rachel Moxley and Hannah Edwards SLT	At least half termly in line with the risk assessment review. Engagement of children will be high and progress will be maintained.
Total budgeted cost					RWI resources - £1,422 Training - £240

Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this? How will this be monitored?
Identify children for evidence based targeted interventions: <ul style="list-style-type: none"> ❖ ELS ❖ BRP ❖ First class @number ❖ SaLT ❖ NELI ❖ RWI 1 to 1 tutoring programme 	Children will make accelerated progress (above 6 steps progress across the year)	EEF research on evidenced based interventions.	Weekly RAG rating of children on intervention programmes. Programmes are time bonded with clear outcomes. Evaluation of programmes at end.	SLT Intervention teachers. SaLT	Weekly PPA meetings. Termly pupil progress reviews. Clear entry and exit data with explicit expected outcomes for each child on an Intervention programme. PM benchmarking/RWI assessments to assess children's progress in reading.
				Total budgeted cost	Total staffing costs and resources - £20,908.14