

2020-21 Catch-Up Premium: Proposed Spending

Support / Resource	Target Group	Area of Curriculum	Staff Responsible	Impact	Cost
Numicon: Breaking Barriers - maths intervention programme suggested by STT. 1 x staff handbook; 3 x box of resources for delivery to individuals / group up to 6 children	SEN, KS1 and KS2	Maths	Ros Simpson	Increased confidence and attainment in those children with emerging / widening gaps in number, as a result of school closure from Spring 2020	£685.50
CPD for a renewed whole-school approach to the teaching of spelling (booked in for April). This approach has been proven effective with SEN / vulnerable pupils, and those likely to have fallen further behind during lock-down.	Whole School; proven particularly effective with SEN & DPP group	English (Spelling / Writing)	Laura Hill	Increased confidence and attainment in those children with emerging / widening gaps in spelling, as a result of school closure from Spring 2020	£1,603
Subscription to the Phonics Tracker supplemented so that its resources (both for home and in school) can be extended to vulnerable KS2 pupils, who are most likely to have fallen further behind during lock-down.	Vulnerable Learners in KS2 (SEN & DPP group)	English (Reading / Phonics)	Sarah Newton; Caroline Bailey; Lisa Button	Increased confidence and attainment in those children with emerging / widening gaps in phonics and reading fluency, as a result of school closure from Spring 2020	£240
50 iPads (plus accessories), so that every KS2 class has 15 each, all able to access the Teams channel. This will support effective socially-distanced learning in school, including for rapid-progress intervention, and will support the use of technology for effective remote learning in case of school closure / inability to attend.	Whole School	All areas of the curriculum	Tom Smith	Socially distanced learning in school is effective and manageable; progress in all pupils, but particularly vulnerable learners is rapid, based on their starting points in September. Technology is used to effectively support remote learning at home, in case of school closure / inability to attend, and also to support any additional external tuition, later in the year.	£17,608
Additional teaching / tutoring time, initially in Y6, for the more vulnerable learners (including small group support for DPP / vulnerable pupils in 11+ familiarisation sessions); also, to cover absence - the likelihood of which will increase due to COVID - by using SLT to cover in Year 6, whilst an experienced teacher or HLTA covers absence in other year groups, thus ensuring continued, high-quality provision.	Whole School; DPP Pupils wishing to take the 11+ examinations in Year 6	All areas of the curriculum; transition to secondary school	Lisa Button	As Year 6 pupils can be taught in smaller groups, where individual needs can be more easily identified and targeted, the progress of all pupils is rapid; in particular, the attainment of a majority vulnerable pupils (both able and less able) is at the predicted level, based on KS1 results and KS2 performance; pupils who may otherwise have been disadvantaged in preparing for the 11+ tests are now well-prepared, having been part of small group familiarisation sessions with an experienced Year 6 teacher.	£6,840
Additional tutoring of persistently vulnerable learners in the Summer Term. (Cover the 25% cost of the tutoring programme that schools are required to pay, should after-school tuition for identified pupils be deemed useful).	Whole School (though focussed on UKS2)	Maths and English	SLT to oversee external tutoring, when deemed necessary	Any vulnerable pupils who have not been able to 'catch-up' with what has been provided in school, or those who have had persistent absence due to COVID in the first half of the year, make rapid progress due to a high-quality, individualised tutoring programme.	£573.50

£27,550.00