



'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.



Strategy for 2020-21

1. Summary information 'Catch up' Grant					
Academy	Warren Primary				
Academic Year	2020-21	Total Catch up budget	£15040	Number of pupils	188

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

2. Barriers to future good attainment
Approximately 30% of pupils had limited or disrupted engagement with home learning
All pupils have had reduced/limited opportunities for social interaction and language development
Year 1 pupils are showing learning behaviours significantly below age related expectations
A large number of pupils have been unable to access quality age appropriate texts
The vast majority of pupils have been assessed at working below ARE in reading, writing and maths



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>
F2	Baseline assessments of Communication and Language indicate that 52% of pupils are working below ARE.	NELI 3 X 30mins group session + 2 x 15mins per child (10 pupils)	EEF evidence indicates that children’s oral language ability during their early years is one of the strongest predictors, of not just later success in literacy and numeracy, but also their employment and wellbeing. Oral language skills can be enhanced through targeted and specific teaching. Several robust EEF trials, have found that NELI improves both children’s oral language and early literacy skills. A recent trial of the programme found that children made on average 3 months of additional progress compared to children in the comparison group.	EYFS Leader and English Lead Ongoing assessment is an integral part of the programme Observations and half termly assessments will be carried out as part of EYFS curriculum.	Approx £15 per hour 4hrs x 20 weeks £1200 x 2 groups - £2400	By Summer 2021 80% of pupils will be working at or above ARE.



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<p>Year 1</p>	<p>Observations of pupils have highlighted concerns with learning behaviours and social interaction</p>	<p>Yoga nurture therapy Lunchtime sessions – 30 mins per week (26 pupils)</p>	<p>This is used to:</p> <ul style="list-style-type: none"> • Reduce stress for pupils • Increase confidence levels • Improve learning behaviours • Increase rates of self-discipline and self-reflection <p>The EEF toolkit identifies social and emotional interventions have an identifiable and valuable impact on learning, social relationships in school, and attainment itself. This will initially be delivered to whole class. Observations will then determine targeted groups and individuals for further support.</p>	<p>PSHE Lead, Y1 team and yoga teacher will review progress and groupings every two weeks</p>	<p>Approx £25per hour 30mins x 30 weeks - £375</p>	<p>Pupils will demonstrate positive and appropriate learning behaviours and be able to fully access the Year 1 curriculum.</p> <p>Percentage of pupils working at ARE by Sum 2: Reading 73% Writing 70% GPVS 70% Maths 73% Combined 54%</p>												
<p>Year 1 and Year 2</p>	<p>Writing assessments showed all pupils grammar standard was below ARE.</p>	<p>GAPS club – delivered as 30minute after school club to groups of 5 pupils. (20 pupils)</p>	<p>Evidence from EEF shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>Writing assessments will be used to determine pupils and content.</p> <p>Year 1 – Aut 2 and Spr 1 Year 2 – Aut 2 and Spr 1</p>	<p>English Lead and class teacher will support with planning for the session. Pupils will be assessed through writing in class.</p>	<p>Approx £15 per hour 12hours x £15 - £180</p>	<p>Percentage of pupils working at ARE in GPVS:</p> <table border="1" data-bbox="1639 917 2016 1034"> <thead> <tr> <th></th> <th>Aut 2</th> <th>Spr 2</th> <th>Sum 2</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>10%</td> <td>30%</td> <td>70%</td> </tr> <tr> <td>Y2</td> <td>7%</td> <td>61%</td> <td>86%</td> </tr> </tbody> </table>		Aut 2	Spr 2	Sum 2	Y1	10%	30%	70%	Y2	7%	61%	86%
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<p>Year 3 to Year 6</p>	<p>Writing assessments showed all pupils grammar standard was below ARE in Year 3, 4 and 5. The majority of pupils in Year 6 were below ARE.</p>	<p>GAPS club – delivered as an 30 minute after school club to groups of 5 pupils. (60 pupils)</p>	<p>Evidence from EEF shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Once group size increases above six or seven there is a noticeable reduction in effectiveness. Writing assessments will be used to determine pupils and content. Year 3 – Spr 2 and Sum 1 Year 4 – Spr 1, Spr 2 and Sum 1 Year 5 – Aut 2, Spr 2, Sum 1 Year 6 – Aut 2, Spr1, Spr 2 and Sum 1</p>	<p>English Lead English Lead and class teacher will support with planning for the session. Pupils will be assessed through writing in class.</p>	<p>Approx £15 per hour 36 hours x £15 - £540</p>	<p>Percentage of pupils working at ARE in GPVS:</p> <table border="1" data-bbox="1637 325 2018 557"> <thead> <tr> <th></th> <th>Aut 2</th> <th>Spr 2</th> <th>Sum 2</th> </tr> </thead> <tbody> <tr> <td>Y3</td> <td>24%</td> <td>66%</td> <td>83%</td> </tr> <tr> <td>Y4</td> <td>25%</td> <td>67%</td> <td>70%</td> </tr> <tr> <td>Y5</td> <td>48%</td> <td>70%</td> <td>81%</td> </tr> <tr> <td>Y6</td> <td>36%</td> <td>71%</td> <td>75%</td> </tr> </tbody> </table>		Aut 2	Spr 2	Sum 2	Y3	24%	66%	83%	Y4	25%	67%	70%	Y5	48%	70%	81%	Y6	36%	71%	75%
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<p>Y3 to Y6</p>	<p>Reading assessments show pupils are working below ARE: Y3 100% Y4 75% Y5 100% Y6 90%</p>	<p>Accelerated Reader - 15 minutes added to the end of each school day. (120 Pupils)</p>	<p>The EEF found that AR had a positive impact on all pupils of an additional three months' progress over the course of an academic year. The results also suggested that AR was particularly beneficial for children eligible for free school meals, with these pupils making an additional five months' progress. All pupils in KS2 will access the AR programme.</p>	<p>English Lead will review progres of pupils twice each half term with the class teacher</p>	<p>Set up cost - £3948 Books - £600</p>	<p>Percentage of pupils working at ARE in Reading:</p> <table border="1" data-bbox="1637 874 2018 1106"> <thead> <tr> <th></th> <th>Aut 2</th> <th>Spr 2</th> <th>Sum 2</th> </tr> </thead> <tbody> <tr> <td>Y3</td> <td>21%</td> <td>60%</td> <td>83%</td> </tr> <tr> <td>Y4</td> <td>50%</td> <td>50%</td> <td>70%</td> </tr> <tr> <td>Y5</td> <td>37%</td> <td>74%</td> <td>78%</td> </tr> <tr> <td>Y6</td> <td>36%</td> <td>71%</td> <td>82%</td> </tr> </tbody> </table>		Aut 2	Spr 2	Sum 2	Y3	21%	60%	83%	Y4	50%	50%	70%	Y5	37%	74%	78%	Y6	36%	71%	82%
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Y2 and Y3	Maths assessments show pupils are working below ARE: Y2 100% Y3 100%	Catch up Numeracy delivered during Spring and Summer terms (12 pupils)	EEF evidence showed: Pupils receiving Catch Up® Numeracy support in Years 2 to 6 improved their numeracy outcomes by 3 months compared with the control group. Pupils will work 1 to 1 with TAs for a period of 12 weeks. White Rose Assessments alongside teacher assessment will be used to determine target pupils.	Maths Lead will review the progress of pupils every two weeks during the programme	Training £1150	Percentage of pupils working at ARE in Maths:			
							Aut 2	Spr 2	Sum 2
						Y2	18%	50%	75%
						Y3	69%	80%	83%
Y3, Y4, Y5 and Y6	Maths assessments show pupils are working below ARE: Y4 90% Y5 100% Y6 93%	Small group support delivered one day per week during the Spring and Summer terms (min 60 pupils)	Evidence from EEF shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Once group size increases above six or seven there is a noticeable reduction in effectiveness. Groups of up to 3 pupils will work with a teacher. White Rose and NFER Assessments alongside teacher assessment will be used to determine target pupils.	Maths Lead will provide support to identify gaps in learning, plan and assess progress	Approx £200 per day 25 days x £200 - £5000	Percentage of pupils working at ARE in Maths:			
							Aut 2	Spr 2	Sum 2
						Y4	37%	63%	70%
						Y5	41%	70%	85%
	Y6	29%	61%	75%					