

## Catch-Up Premium Strategy

The government has provided £1 billion of funding to support children and young people to catch up after the disruption to schools during the Summer 2020 COVID-19 'lockdown'. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure schools have the support they need to help all pupils make up for lost teaching time. Alongside this, the government launched the £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.

Further information about the Catch-up Premium can be found here:

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

The Educational Endowment Foundation (EEF) has provided advice on how the funding could be best spent:

<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>

In the 2020-21, academic year, Montpelier Primary School received: £51,440.

As of 19.11.20, we have currently allocated the funding in the following ways:

Details	£
Development of phonics provision to close gaps in reading	£7,000
Improving Remote Learning (e.g. upgrading servers, additional webcams and home learning devices etc.)	£12,000
Continuing Professional Development (CPD) for Teachers and Support Staff	£5,000
To be allocated in Spring Term (e.g. for National Tutoring Programme, additional CPD or additional teacher / support staff time etc).	£27,440
Total	£51,440

The children are assessed on an on-going basis with formative assessments for reading, writing and maths. Once a term we also make a summative judgment, based on teacher assessment, which was use to track the progress of pupils across the school. As we move into the spring term we will have a clear picture of where there gaps have persisted despite the autumn term's quality first teaching.

**Impact of the use of the funding will be measured through the following:**

- Access rates of remote learning.
- Quality of remote learning provided.
- On going tracking of pupil attainment levels in class, both in terms of units of work and also termly tracking. Evidence of the impact of the work will need to be tracked over time.
- Phonics scores and reading levels – progress compared to typical rates.
- Catch Up Pupils – their emotional resilience and learning power will remain at previous rates or improve. Evidence will also be apparent through the progress they make through the tailored programmes or the impact of the pre-teach and scoop work that takes place.