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## **Coates Primary School Catch Up allocation.**

Funding allocation (Mainstream Schools) Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year.

It will not be added to schools' baselines in calculating future years' funding allocations. Use of funds Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. (See also EEF - School Planning Guide 2020-21 )

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. Accountability and monitoring as with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

Catch-up Funding Priority Areas				
Action	Who	Cost	Expected Improvement	Success Criteria (Evidence)
1.1. Providing support in school and remotely for identified pupils.	LL	£3180	Pupils are able to access the Remote learning and in school classroom learning. Support in Zoom lessons across the school.	Increased amount of engagement of pupils being able to access the Remote and in school learning. % increase in quality of work completed.

4.1. Using baseline assessments identify pupils to complete the 1:1 or small group tutoring programme	Tutors	£3000	Pupils make rapid progress across the identified area for tutoring	80% of identified pupils make accelerated progress and meet PPM targets.
4.2. Using baseline assessments identify pupils across KS2 to complete PIXL therapies across English and Maths.	LL Enrichment teacher	£2000	Pupils make rapid progress within the identified area using the PIXL tests and they are able to apply this to their English and maths work.	80% of identified pupils make accelerated progress and meet PPM targets
4.3 Use baseline assessment (through cold write) to identify pupils to complete basic sentence construction intervention.	Enrichment teacher LL CT Class/TA	£1000	Pupils make rapid progress from baseline in identified elements of sentence construction which they are able to apply independently.	80% of identified pupils across the school make rapid progress which is evidenced in their books and writing assessments.
5.7 Assess phonics knowledge attained from previous years and ensure they are in the correct RWI phonics group for KS1. KS2 to identify pupils to complete phonics intervention 4x 30 mins per week (RWI)	Class TA/ CT to complete assessments LL to complete phonics intervention.	£1296	Pupils are all in the correct RWI phonics set for KS1 The correct pupils in KS2 are identified for the phonics intervention.	Targeted children reach their ARE expectation for phonics in KS1. Targeted pupils make accelerated progress in KS2.
5.1 . Set daily short phonics intervention in KS1 and reception for identified pupils by trained staff and enrichment teacher.	KB. KS1 staff	£1440	Children make rapid progress in learning and retaining phonic knowledge and are able to apply effectively.	% of pupils will pass the phonics screening tests Year 1 in line or above national. Targeted pupils make accelerated progress in KS1 and EYFS.
5.2 2 x per week additional reading of phonics reading material (linked to their RWI phonics group) for identified pupils. To combine phonics recognition to reading (Across KS2.)	Class TA	No cost	Targeted pupils across KS2 make good progress in reading supported by a comprehensive phonics knowledge.	Targeted pupils make accelerated progress in KS2 85% of pupils meet ARE. .

5.3 Baseline assessment of pupils current reading levels to ensure they are reading the correct level reading book.	Enrichment Teacher LL Class TA	£1000	All pupils are placed on the correct level reading books. (Pupils levels also changed for online reading platforms.)	All pupils are reading books which are the correct level and challenge (including online books).
5.4 Identified pupils to complete reading intervention 2 x per week (PIXL intervention)	LL Enrichment teacher	£1180	Pupils identified make accelerated progress within the intervention. Pupils confidence and progress within the reading levels increases alongside their comprehension skills	80% of identified pupils make accelerated progress and meet PPM targets.
5.5 Pupils premium and SEND are heard read 2 x per week 1:1.	Class TA LL	£300	Pupils identified make accelerated progress within the intervention. Pupils confidence and progress within the reading levels increases alongside their comprehension skills	80% of identified pupils make accelerated progress and meet PPM targets.
5.6 Whole school reading incentives to encourage regular reading at home.	All staff	No cost	Increased % of pupils regularly reading at home including books linked to topic work.	On average pupils read at least 3 x per week. High % of pupils achieve the reading incentive.
5.8 Assess phonics knowledge attained from previous years and ensure they are in the correct RWI phonics group for KS1. KS2 to identify pupils to complete phonics intervention 4x 30 mins per week (RWI)	Class TA/ CT to complete assessments LL to complete phonics intervention.	£1296	Pupils are all in the correct RWI phonics set for KS1 The correct pupils in KS2 are identified for the phonics intervention.	Targeted children reach their ARE expectation for phonics in KS1. Targeted pupils make accelerated progress in KS2.
6.1 Assess multiplication gaps in year 5 (pupils who would of taken the multiplication test) Carry out baseline assessment and put into place daily catch-up intervention where needed (8 weeks).	Class TA/ CT/ LL	£192	Targeted pupils will confidently be able to recall all multiplication tables and use for calculations and reasoning.	80% of pupils will pass schools multiplication test. Evidence in work shows confident application of multiplication knowledge. TT Rockstars etc results.
6.2 Implement multiplication intervention for identified pupils in years 3 and 4 to	CT/ Class TA	£576	Increased confidence of identified pupils to recall multiplication facts.	Targeted pupils' make accelerated progress.

support confidence recalling table's knowledge. 3 x per week with TA (8 weeks) and daily independently.	LL		Pupils are able to recall multiplication facts in calculations and reasoning	5 of pupils pass the multiplication check at year 4 in line or above national.
6.3 Complete baseline assessment of pupils across KS2 with gaps in their basic calculation knowledge. 3 x week intervention to focus on main calculations (8 weeks.)	LL Class TA Enrichment teacher.	£576	Pupils across KS2 will have increased confidence and accuracy when completing the basic calculations expected of their year group.	Targeted pupils make accelerated progress. 80% of pupils reach targets set in PPM.
6.4 . Complete baseline of pupils across KS2 who do not have a secure recall of number facts. 3x a week 15 mins practice.	Class TA LL	No cost	Pupils are able to confidently recall number facts expected within their year group.	Targeted pupils make accelerated progress. 80% of pupils reach targets set in PPM
	Total	£14560		