



## **Kea School Planning 2020-21 and Catch Up Premium**

In order to support schools with school planning whilst we are in a world pandemic, the Education Endowment Foundation has produced two self-help guidance documents:

“The EEF guide to supporting school planning – A tiered approach to 2020-21

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/The\\_EEF\\_guide\\_to\\_supporting\\_school\\_planning -](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf)

[A tiered approach to 2020-21.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf) and “Covid-19 support guide for schools”

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Covid-19\\_support\\_guide\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)

These documents suggest schools plan using a tiered approach with respect to the school environment and also with respect to planning how to support children to catch up.

“Catch-up” in this context refers to the children learning the main aspects of the curriculum they missed when they were in the first lockdown (March – August 2020).

This, aforementioned, tiered approach describes 3 tiers and the areas of provision within the tiers which they suggest schools should be focused on to have the greatest impact this year.

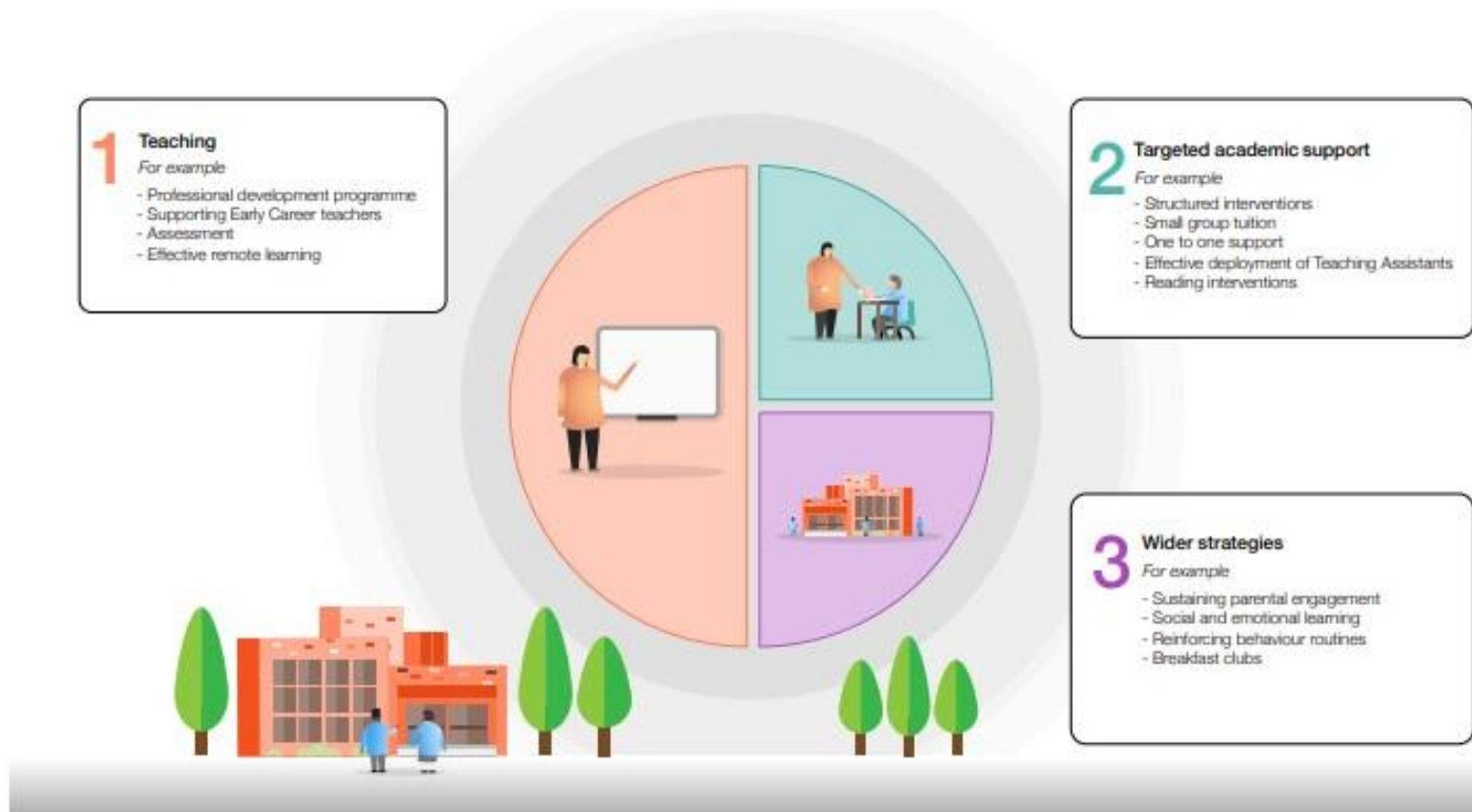
*(The green text are the areas within the “The EEF guide to supporting school planning” and the red text are those areas detailed in the “Covid-19 support guide for schools.”)*

*Tier 1 – Teaching (High-quality for all, effective diagnostic assessment, supporting remote learning and focussing on professional development) Teaching and whole school strategies (Supporting great teaching, Pupil assessment and feedback and Transition support)*

*Tier 2 – Targeted academic support (high quality one to one and small group tuition, teaching assistants and targeted support, academic tutoring planning for pupils with SEND.) Targeted approaches (One to one and small group tuition, intervention programmes and extended school time)*

*Tier 3 – Wider strategies (supporting pupils’ social, emotional and behaviour needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successful implementation in challenging time) Wider strategies (Supporting parent and carers, access to technology, wellbeing and summer support)*

It is suggested that a school’s focus should also be split half on Tier 1 and quarter each on Tiers 2 and 3. Please see diagram below.



### **Catch Up Premium**

The Government has allocated funding to each school to support “Catch-up” <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium#use-of-funds>

This DFE guidance states:

*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](#).*

## CATCH UP PREMIUM at Kea School

Our school has been allocated a total of £16,800 for this academic year.

Strategy / Area	Specific Strategy	Success Criteria	Evaluation	Cost	Impact
Teaching	Remote learning resources	Ensure that our remote learning offer suits all learning and that it is accessible to all through home learning (learning overviews, website links, learning materials ) resources uploaded to class sections of the school website so that everything is in the one place.	Remote learning Jan 2021 – provision far better than March 2020 with parents citing that learning plans and resources are easy to access.	£1,500	
	CPD for staff	To empower our staff to enable them to deliver the best teaching to our children	Training for all teacher – Sept 2020. Spring 2021 – all teaching staff confident to use Teams to deliver remote sessions.	£1,500	
	Read Write Inc.	Quality First Teaching. Precise teaching of reading, improved reading outcomes Higher percentage of pupils working at age related expectations	Not yet started	£400	
	White Rose maths development training	Quality First Teaching Precise teaching of numeracy, Pupils working below age related expectations have catch up opportunity, improved maths outcomes Higher percentage of pupils working at age related expectation.	Not yet started	£600	
	Intervention: Booster Group	Pupils who need targeted intervention are supported by a known teacher. Each teacher timetabled 'group time' for one-to-one and small group intervention Children working below age related expectation given opportunity to catch up with targeted interventions. This will result in improved outcomes for pupils.	Interventions started Autumn 2020	£5000	
	Read Write Inc catch up	Pupils working below age related expectations have catch up opportunity. Improved outcomes for pupils.	TA time timetabled for catch up throughout the week.	£1,500	

Targeted Academic Support		Higer percentage of pupils are working at age related expectations. Gap between different groups have narrowed.			
	Reading / writing catch up for KS2 pupils	During lockdowns, parents to be able to come in and access changes of reading books. Links to online reading books available on the website.	Timetabled time for TAs to lead one-to-one and small group interventions. Pupil attainment/progress being tracked on the school tracking system.	£1,500	
	Maths catch up intervention	% of pupils reaching expected standard in comparison to other pupils nationally. Achievement of disadvantaged pupils across the school in comparison to all pupils nationally.	Timetabled time for TAs to lead one-to-one and small group interventions. Pupil attainment/progress being tracked on the school tracking system.	£1,500	
	Resources and games to support develop working memory and processing skills	Greater pupil confidence and increased working memory and processing skills	Items purchased and interventions in place in each class. Difficult to quantity the level of progress however,	£1000	
Wider Strategies	Emotional / wellbeing support	Targeted support for pupils who are struggling emotionally with their wellbeing and self-worth whilst also trying to re-establish relationships after a long period of lockdown.	Whole class PSHE work ongoing. Individual and small group sessions timetabled – including Draw and Talk.	£2,000	
	National online safety programme	Raise awareness for all stakeholders in keep safe when online, especially children.		£800	

Amount spent: £16,800 (any additional associated costs will be picked up through allocated budget lines)