



Harting Primary School: Catch-up funding Plan

In June 2020, a fund for education was announced by the government - the catch up premium. It is funded on a per pupil basis at £80 per pupils. This is calculated, using a formula based on the January 2020 census (117 pupils), and October 2020 census (124 pupils). Funding is in three tranches over the academic year 2020-21 and decisions on how to spend these funds are the school's decision. Further funding was promised by the government in February 2021, principles of spending by the school will remain the same when allocated.

Catch up Premium	
Number of pupils on roll	117 (1.20), 124 (10.20)
1st tranche November 2020	£5459.22
2 nd tranche January 2021	£4134.16
3 rd tranche Summer 2021	£4130.00
Total budget	£13,723.38

At Harting School, catch up will not be to 'hot-house' children and cram missed learning; pressurise children and families into rapid, superficial learning; nor for teachers to fast-track missed learning objectives. This would not be in the best interests of the children and be counter-productive to their well-being and eventual outcomes. We, however, endeavour to spend funds prudently enabling children to access learning better and be supported, as the school considers best for the children, after rigorous teacher assessments and reviews.

Summary of Catch up funding objectives 2020/21

- To support the mental health needs of pupils to enable learning
- To close gaps in attainment, following COVID lockdown: outcomes at the end of 2020-21 to demonstrate significant progress, from September 2020 starting points

Barriers to future attainment

1	Gaps in basic understand and knowledge of core subjects as result of COVID lockdown/absences
2	Anxiety/low mood precipitated/aggravated by COVID-19 pandemic and changes in children's lives
3	Limited access to resources (including adult time) during school absences



Catch up at Harting Primary School for children:			
Item/project	Objectives/intent	Intended impact	Evaluation
Well sequenced, planned learning	Missed objectives included in medium and short-term planning to consolidate basics	Fill any gaps in learning for foundations for further steps in learning	Book reviews and tracked progress over year Pupil progress reviews
	Key objectives for maths and literacy taught, based on 'ready to progress'	Enable pupils to access curriculum at age appropriate levels Autumn 2021	Pupil progress reviews Tracking data/ book reviews
	Increased opportunities for consolidation of skills eg handwriting, spelling, times tables, etc	Improve skills which have deteriorated or not progressed during lockdown	Book reviews Pupil progress reviews
	Planned cross-curricular literacy opportunities	Continue to use topics to inspire learning with a focus on developing literacy skills and develop cultural capital	Planning and book reviews; observations of learners
Phonics teaching	Strong focus on reading and phonics continued	Gaps in phonics knowledge identified and filled Purchased decodable books to accompany reading scheme	Teacher tracking Phonics outcomes and reading/ writing progress
Assessment	Identify gaps in learning, through teacher assessment	Good progress from starting points	Tracking of progress – book and assessment reviews
	Identify barriers to progress	Increased independence and self-confidence to learn, evident in books/children's work	Observations of learners and improved skills/knowledge evident in children's work
Additional personal and social sessions	Assessment of children's mental health and support of their well-being	Ensure that children's mental health is protected and improved	Children identified, supported and attitudes to school/attendance are monitored Audit check – anxiety/depression in children
Additional support and focus on basic core skills	Gaps in learning, utilising catch up premium	Individuals and small groups of pupils' progress improved through tutoring, reviewed regularly	Progress meetings with teachers/tutor
	Conferencing of pupils and specific feedback in small groups/individually, as appropriate	Writing/ other core skills progress, reflected in response to feedback and improved skills	Book reviews demonstrate progress
Counselling – additional sessions as required	Reduce impact of anxiety on children's well-being	Children to function, without significant worries, and able to access the curriculum at a high level	Attendance monitored Review of learning Observations
ELSA support – additional pupil support	Reduce impact of societal stresses on children's mental health	Pupils able to focus on learning, responsive to teaching	Attendance monitored Review of learning Observations
Increase IT capacity	Enable use of IT at home for incidences of self-isolation, quarantining, etc	Ensure that IT-based resources available to children with less IT capacity within home	Review progress and engagement with remote learning



3

Informed by: Education Endowment Foundation, 2020, *Covid Support Guide for Schools*

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf, June 2020

DfE, 2020, *Guidance catch up premium* <https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium>

Document filed: Health 2020 – COVID - Learning contingency