

Catch up Report (2020/21)

Summary of main barriers to learning for children eligible for Pupil Premium.	Under-developed phonics reading, spelling and numeracy skills of some of our disadvantaged pupils Absence of QFT during national lockdown and non-eligibility to attend school
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For the year 2020/21, Kempford C of E Primary School has been allocated approx. £7,600 for individual and whole school catch up. Funding arrives in three stages, Autumn, Spring and Summer terms

The following outline of spending is based upon the latest research from the EEF Tiered approach to the school curriculum and its delivery.

Initiatives in 2020-21	Reason for allocation	Evaluation (April' 21)	Actions 21-22
Teaching Clear teaching which includes explicit instruction, scaffolding and different thinking strategies	Based on the latest research and the need to be able to 'cross teach' so that strategies used in the classroom are transferable to remote learning using a variety of strategies. Children will miss the classroom routine and teaching strategies, it is important that they all receive clear instruction and scaffold in the classroom and at home		
Teaching Cognitive and Metacognitive strategies are to be at the fore of planning to ensure the planning is transferable between classroom learning and home learning	The gaining of knowledge is critical to advance the catch up. Building on this knowledge and applying it will allow progress at an accelerated pace.		
Teaching Use base assessments in Sept, Dec and May to monitor attainment and progress Adapt the ELSA role to further support families and promote engagement with remote learning and their well being	Engagement with the curriculum whilst remote learning is important to continue to develop cognitive strategies and abilities. Mental health is key to this. As children are away from school, the need to look after their well-being is even more important.		
Teaching CPD for colleagues to develop teaching strategies that will benefit all children and take account of the catch up to the children's current 'stage'.	Teaching strategies, especially for recently qualified NQT's need to be supported and developed, especially for children where being away from school has had the biggest impact.		
Teaching Addition Subject leader release time to monitor the curriculum.	Parts of the curriculum have not been taught. Assessment through teacher assessment at the beginning of a learning journey is critical – Subject Leaders need to monitor/discuss this and plan learning journeys that will allow curriculum areas to start at the appropriate level.		
Teaching - Remote learning	Children need QFT through effective instruction, scaffold and strategies for independent learning.		

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Develop a virtual platform for the delivery of learning opportunities, interaction with children and feedback	This includes assessment feedback that is relevant and confirms/advances the learning.		
Targeted academic support Children's current teachers are to be given the time to take small groups/one to one tuition within school time, using the teacher assessments and the most recent Data set	Releasing teachers provides children who have been identified the best possible provision for catch up. Teachers will be able to integrate the catch up work explicitly within the curriculum.		
Wider Strategies The ELSA role and communication will increase by direct contact with families. Teachers are available every day for one to one discussions with families and children.	Lockdown can have a detrimental effect on the well-being of children whilst they are at home. Identified vulnerable are at risk.		

To see how the school allocates this money and how the school compares to other schools, please click on the link which will you to explore the broad financial aspects of the schools income and expenditure [schools financial benchmarking service](#)

Report written: January 2021

To be reviewed by: April 2021, July 21

Review completed: HT/AHT/SLT