



Catch-up Premium Strategy

The government is providing funding to cover a one-off universal catch-up premium for the 2020 to 2021 academic year. It aims to support pupils to catch up for lost learning so schools can meet the curriculum expectations for the next academic year. Schools are able to spend the funding in the most effective way for pupils.

How much is the catch-up premium?

Schools are to receive £80 per pupil from Reception to Year 6. At St Mary's, the provisional amount is £19,520. This will be paid in three instalments.

Focus	Key Issue / Development Area	Actions	Success Criteria	Evaluation	Budget Ledger Codes
English catch-up Phonics Reading	Teaching of phonics for children in Years R – Year 4/ 5 who have fallen behind or failed to reach expected standard.	Assess and identify children across all year groups for reading and phonics using RWI resources, and PM benchmarking for reading Phonics training to refresh teachers and support staff so they can present high quality phonics lessons to support emerging readers Allocate additional TA time to the teaching of phonics Use of cover supervisor to take targeted individuals and groups for phonics catch-up	Phonics results at the end of Year 1 will be in line or above with national average. Children in Year 2 and 3 will be able to read confidently and fluently due to good de-coding skills. SEN children in Years 4 and 5 will increase mastery of phonics and make good progress from starting point	Termly data will be analysed, and used to precisely target children Reading at the end of Year 2 will be in line with national. Gaps will be narrowed between disadvantaged children and their peers.	Spelling and phonics 332.50 online

	Children's reading across the school – data shows that children have slipped behind where they should be in reading. Maintaining high standards of reading and ensuring the majority of pupil reach the expected standard. Need to ensure all children in Year 2 and 3 can read with fluency at the expected level.	Reading assessment in all yeargroups using PM benchmarking to identify children with greatest need, depending on prior attainment and current attainment. Additional support for identified pupils (with a focus on those with the greatest level of disadvantage) with learning and practicing reading Employ additional member of staff to target children who are struggling to read, with a focus on Year 2, 3 and 4. Work with volunteers to provide reading practice for targeted children (with focus on disadvantaged) who have fallen behind.	Children who have fallen behind will make accelerated progress due to support with learning to read		£30,240 Cover supervisor £840.per week x 36
Mathematics	Mathematics reasoning – data shows that children have slipped behind where they should be with reasoning in particular	Additional teaching capacity Children to be assessed and gaps identified Training for staff on use of Mathematics Mastery, use of concrete manipulatives and use of C-P-A model for developing understanding in mathematics School to analyse data and set challenging targets for attainment at the end of each Key Stage.	End of year results will show children have made accelerated progress compared to start of year baseline assessment.		As above – share of time for Cover Supervisor Teacher time – additional booster lessons
EYFS and Year 1 Focus on ELG	Acquisition of key learning behaviours and skill missed due to lock-down last year	Children in Year 1 and Reception to use approaches known to nurture children and build confidence and develop learning behaviours. Mentoring and support of new teachers in year 1 and EYFS for planning and teaching. Quality-first teaching, small teaching groups to be established and maintained for the year.	Confident, happy children At least in line with National Average at end of EYFS	Readiness for next year group at end of year Children to be displaying strong characteristics of effective learners Strong	

		Group sizes to be maintained of around 18 children in Year 1 and Reception to give children a solid settled start Teachers to prioritise the teaching of reading in EYFS and Year 1 through guided reading, and individual instruction. System to be set up for sending books home safely.			
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