

Bollington St. John's Church of England
Primary School



Where talent grows

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Catch-up Premium Strategy Statement

<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>

Guidance - key points

- The catch-up premium will only be available for the 2020 to 2021 academic year.
- 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.
- The Education Endowment Foundation (EEF) has published a support guide for schools. Schools should use this document to help them direct their additional funding in the most effective way.
- To support schools to implement their catch-up plans effectively, EEF has published the school planning guide: 2020 to 2021.
- Schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.
- Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.
- School leaders must be able to account for how this money is being used.
- Governors should scrutinise schools' approaches to catch-up from September, ensuring appropriate transparency for parents.



- Ofsted will conduct a programme of non-graded visits to some schools during the autumn. During these visits, inspectors will discuss how the school is bringing pupils back into full-time education – this may include plans schools have to spend their catch-up funding.

Learning Priorities

- Achieve expected outcomes at the end of each key stage (EY, Key Stage 1 and 2) reflecting progress from children’s starting point on entry. This target also includes ensuring effective use of Pupil Premium to diminish the difference in achievement between pupils in receipt of this funding and their peers.
- To engage with the school council so they have a more representative pupil voice in school and are able to implement change, by writing a new Anti-Bullying Policy.
- To contribute to the Tytherington Partnership and other networks to enhance provision for the children.
- To ensure teaching and learning are the best they can be in all subject areas and children make the maximum progress.

Amount allocated - £8,480

This will be used in full to fund an Academic Mentor across the school who will work closely with the SENCO and class teachers to put in place appropriate strategies where needs are identified. All the other initiatives (detailed below) will be funded from school’s main budget.

Curriculum	Implications
Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.	Identify which are the key components of learning: core subjects, foundation subjects. Tier 1 – High Quality Teaching For All
Prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later.	Subject leaders: review what is in the term ahead. What must we do? What can we stop doing? What can we change, adapt? Tier 1 – High Quality Teaching For All
School may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.	Topic: use foundation subjects as a springboard for: - Reading. Creative writing. Persuasive writing. Tier 1 – High Quality Teaching For All
Substantial modification to the curriculum may be needed at the start of the year, so	Consider: what is the key learning and the key skills in the core subjects. Tier 1 – High Quality Teaching For

teaching time should be prioritised to address significant gaps in pupils' knowledge.	All Action: Zoom staff meeting (September)
The aim of returning to the school's normal curriculum content by no later than summer term 2021.	Review termly by SLT and Curriculum committee. Tier 1 – High Quality Teaching For All
Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.	Agreed: formal teacher assessment to begin after the first two weeks. Identified gaps will feed into planning and intervention both in phonics, and across the school. Additional teaching support in place. Tier 1 – High Quality Teaching For All and Tier 2 – Targeted Academic Support
EYFS	
Staff should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development.	Implications for curriculum planning. Tier 1 – High Quality Teaching For All and Tier 2 – Targeted Academic Support
Reception Year, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.	Implications for curriculum planning. EY and KS1 staff meeting. Tier 1 – High Quality Teaching For All Action: staff meeting time
Reception to consider how all children can be given equal opportunities for outdoor learning.	Develop forest schools further. Tier 1 – High Quality Teaching For All
KS1 and KS2	
Prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics).	Start of year teacher assessments (after first two weeks). Implement daily phonics sessions. Stop cross-KS1 phonics (bursting bubbles). Tier 2 – Targeted Academic Support
Majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RHE.	Recommendation: ensure the entitlement to a broad and balanced curriculum through the year. Review on termly basis. Tier 1 – High Quality Teaching For All

Tier 3 - Wider Strategies to Support Pupils

- PSHE curriculum to support self-value, self-worth and emotional resilience
- Staff attended Bereavement Training
- Staff employed to cover classes rather than supply
- Our expert tuition to resume – forest schools, Love Music Trust and Spanish/PE teachers
- Breakfast club and After School Club provided by Goslings
- “Normal” events such as Children in Need Day, Christmas Jumper Day etc. continue to



motivate children and boost morale

- Covid-safe Nativity and decorations continue for children's morale and sense of normality
- Home learning monitored
- Staff communication with one another through phone, WhatsApp etc. and weekly Zoom staff meetings
- Regular check-ins and assemblies conducted via Zoom so children and staff feel connected
- Tapestry, website, home contacts, newsletter and Twitter to act as important communication tools

Monitoring and Impact

Staff meetings and pupil progress meetings will ascertain the impact of the initiatives.