



LEAGRAVE PRIMARY SCHOOL

'Striving for Excellence, learning for life'

CATCH-UP PREMIUM POLICY

Ratified by Governors

Date: January 2024

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STATUTORY

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations

The catch-up premium is in place so that schools can plan to support children to catch-up in their learning due to the partial school closures in 2020.

The amount allocated to our school is £80.00 per pupil which is a total of £36,000.

The money will come into school in three instalments.

Although funding is on a per pupil basis, the expectation is that the school will prioritise pupils for support.

We will identify the pupils and groups of pupils who will benefit the most from tutoring. This will include small groups and 1:1 tuition.

Leagrave has currently decided not to utilise the National Tutoring Programme (NTP), instead focusing on face to face teaching within school.

We are subscribed to the Nuffield Early Language Intervention (NELI) for 4-5 year olds. This is a 20-week intervention designed to improve the oral language skills of Reception pupils. It involves individual and small group scripted language teaching delivered by school staff.

The DfE has also set out the following Curriculum expectations, to ensure that all pupils, particularly disadvantaged, SEND and vulnerable pupils, are given the catch-up support needed to make substantial progress by the end of the academic year.

Education is not optional

All pupils receive a high quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

Remote Education

DfE asks that schools meet the following key expectations:

- 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...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading
- Aim to return to the school's normal curriculum in all subjects by the Summer term 2021
- Plan on the basis of the educational needs of the pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills
- Develop remote education so that it is integrated into school curriculum planning

Schools should set out how they will allocate the additional funding to support curriculum recovery this academic year. The EEF guidance suggests a three tiered approach:

1. Teaching

- High quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

2. Targeted academic support

- High quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring

- Planning for pupils with Special Educational Needs and Disabilities (SEND)

3. Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a Social and Emotional Learning curriculum
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

For our current action plan and expenditure, please go to our website under catch up funding.