

‘Catch up’ Planning Statement

The government has announced £650 million will be shared across state primary and secondary schools over the 2020/21 academic year. This is expected to equate to approximately **£80 per pupil**.

Whilst head teachers will decide how the money is spent, the government expects this to be spent on small group tuition for whoever needs it.

This one-off grant to support pupils in state education recognises that all young people have lost time in education as a result of the pandemic, regardless of their income or background.

Separately, a National Tutoring Programme, worth £350 million, will increase access to high-quality tuition for the most disadvantaged young people over the 2020/21 academic year. This will help accelerate their academic progress and prevent the gap between them and their more affluent peers widening.

Please complete this planning tool to identify groups of pupils who may require additional tuition. The funding is not available for interventions that remove pupils during the lessons and should only be targeted at morning, lunch or afterschool learning that is additional to the core teaching offer. The Education Endowment Foundation also has a [published guide](#) to help school leaders and staff decide how to use this funding to best support their pupils and their outcomes. The [Toolkit](#) provides an evaluation of the various tested programmes.

[The National Tutoring Programme](#) is designed to reach up to two million of England’s most disadvantaged children.

Strategy for 2020-21 Autumn Term Plan

1. Summary information 'Catch up' Grant					
Academy	Cloudside Academy				
Academic Year	2020-21	Total Catch up budget	£20,800	Number of pupils	260

Initial evaluations and assessments of gaps/barriers for groups of pupils

2. Barriers to future good attainment
Year 3 pupils new to Cloudside with very limited transition and no Y2 SATS data
Year 3 pupils TA results from feeder school significantly higher (50%) than baseline completed on entry to Cloudside for ARE across ALL subjects
Year 4 cohort significant population of SEND who did not effectively engage in learning during lockdown
Year 4 cohort baseline 30% lower than their Year 3 data at AP4 – Spring 2 2020
Year 5 cohort baseline 20% lower than their Year 4 data at AP4 – Spring 2 2020
Year 6 cohort significant population of SEND who did not effectively engage in learning during lockdown
Year 6 cohort baseline 30% lower than their Year 5 data at AP4 – Spring 2 2020
A group of pupils in every year group are displaying significant emotional well-being behaviours and are not coping with learning habits and concentrating on learning.
GPVS baseline data indicates this is a whole school issue, with new initiatives started in Spring term not fully embedded and pupils not retaining prior learning
Analysis of whole school baseline data for vulnerable groups indicate that Pupil Premium Girls are the group who are underachieving by biggest margin when compared to comparable non- Pupil Premium cohort
Combined RWM across whole school significantly lower than data at AP4 Spring 2 2020

3. Planning for Catch up interventions - Autumn Term 2020 ONLY

What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?	Progress/Impact
Year 3	82% of pupils are operating below ARE in Reading comprehension. Baseline tests indicate that 50% are not achieving at the given TA from feeder school Improved outcomes for pupils to close gap to National	10 x 1 hour sessions small group targeted support after school delivered by 3 teachers for groups of up to 8 pupils	Research for the EEF shows that this type of initiative of reading comprehension approaches, delivers, on average, an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF)	English Leaders / SLT	At £25 per hour 30 x £25 = £750	
Year 3	82% of pupils are operating below ARE in SPAG comprehension. Baseline tests indicate that 50% are not achieving at the given TA from feeder school Improved outcomes for pupils to close gap to National	10 x ½ hour after school session delivered by 2 teachers for groups of up to 20 pupils Active English	Research for the EEF shows that this type of initiative of reading comprehension approaches, delivers, on average, an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF)		At £25 per hour 10 x £25 =£250	

What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?	Progress/Impact
Year 3	82% of pupils are operating below ARE in Reading comprehension. Baseline tests indicate that 50% are not achieving at the given TA from feeder school Improved outcomes for pupils to close gap to National	10 x ½ hour after school session delivered by 2 teachers for groups of up 4 pupils	Research for the EEF shows that this type of initiative of reading comprehension approaches, delivers, on average, an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF)		At £25 per hour 10 x £25 = £250	
Year 3	70% of pupils are operating below ARE in Maths. Baseline indicate that 50% are not achieving at the given TA from feeder school This needs to be improved with better outcomes for pupils to close gap to National	10 x ½ hour after school session delivered by 2 teachers for groups of up 4 pupils – individualised Mastery learning	Research from EEF show from a number of meta-analyses indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress. Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students. Mastery learning may also be more effective when used as an occasional or additional teaching strategy: programmes with durations of less than 12 weeks have tended to report a higher impact than longer programmes.	Maths Leader / SLT	At £25 per hour 10 x £25 = £250	

What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?	Progress/Impact
Year 3	<p>70% of pupils are operating below ARE in Maths.</p> <p>Baseline indicate that 50% are not achieving at the given TA from feeder school</p> <p>Improved outcomes for pupils to close gap to National</p>	<p>10 x ½ hour after school session delivered by 2 teachers for groups of up to 20 pupils – Mastery learning</p>	<p>Research from EEF show from a number of meta-analyses indicate that, on average, mastery learning approaches are effective, leading to an additional five months’ progress.</p> <p>Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students. Mastery learning may also be more effective when used as an occasional or additional teaching strategy: programmes with durations of less than 12 weeks have tended to report a higher impact than longer programmes.</p>	<p>Maths Leader / SLT</p>	<p>At £25 per hour 10 x £25 = £250</p>	
Year 4	<p>62% of pupils are operating below ARE in Reading.</p> <p>Baseline indicate that 30% are not achieving at the given TA from last academic year</p> <p>Improved outcomes for pupils to close gap to National</p>	<p>10 x 1 hour sessions small group targeted support after school delivered by 3 teachers for groups of up to 8 pupils</p>	<p>Research for the EEF shows that this type of initiative of reading comprehension approaches, delivers, on average, an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF)</p>	<p>English Leaders / SLT</p>	<p>At £25 per hour 30 x £25 = £750</p>	

What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?	Progress/Impact
Year 4	69% of pupils are operating below ARE in SPAG. Baseline indicate that 30% are not achieving at the given TA from last academic year Improved outcomes for pupils to close gap to National	10 x ½ hour after school session delivered by 2 teachers for groups of up to 20 pupils Active English	Research for the EEF shows that this type of initiative of reading comprehension approaches, delivers, on average, an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF)	English Leaders / SLT	At £25 per hour 10 x £25 =£250	
Year 4	62% of pupils are operating below ARE in Reading. Baseline indicate that 30% are not achieving at the given TA from last academic year Improved outcomes for pupils to close gap to National	10 x ½ hour after school session delivered by 2 teachers for groups of up to 4 pupils	Research for the EEF shows that this type of initiative of reading comprehension approaches, delivers, on average, an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF)	English Leaders / SLT	At £25 per hour 10 x £25 = £250	
Year 4	63% of pupils are operating below ARE in Maths. Baseline indicate that 30% are not achieving at the given TA from last academic year Improved outcomes for pupils to close gap to National	10 x ½ hour after school session delivered by 2 teachers for groups of up to 20 pupils – Mastery learning	Research from EEF show from a number of meta-analyses indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress. Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students. Mastery learning may also be more effective when used as an occasional or additional teaching strategy: programmes with	Maths Leader / SLT	At £25 per hour 10 x £25 = £250	

What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?	Progress/Impact
			durations of less than 12 weeks have tended to report a higher impact than longer programmes.			
Year 4	63% of pupils are operating below ARE in Maths. Baseline indicate that 30% are not achieving at the given TA from last academic year Improved outcomes for pupils to close gap to National	10 x ½ hour after school session delivered by 2 teachers for groups of up to 8 pupils – individualised Mastery learning	Research from EEF show from a number of meta-analyses indicate that, on average, mastery learning approaches are effective, leading to an additional five months’ progress. Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students. Mastery learning may also be more effective when used as an occasional or additional teaching strategy: programmes with durations of less than 12 weeks have tended to report a higher impact than longer programmes.	Maths Leader / SLT	At £25 per hour 10 x £25 = £250	
Year 5	47% of pupils are operating below ARE in Reading. Baseline indicate that 20% are not achieving at the given TA from last academic year Improved outcomes for pupils to close gap to National	10 x 1 hour sessions small group targeted support after school delivered by 3 teachers for groups of up to 8 pupils	Research for the EEF shows that this type of initiative of reading comprehension approaches, delivers, on average, an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF)	English Leaders / SLT	At £25 per hour 30 x £25 = £750	

What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?	Progress/Impact
Year 5	62% of pupils are operating below ARE in SPAG. Baseline indicate that 30% are not achieving at the given TA from last academic year Improved outcomes for pupils to close gap to National	10 x ½ hour after school session delivered by 2 teachers for groups of up to 20 pupils Active English	Research for the EEF shows that this type of initiative of reading comprehension approaches, delivers, on average, an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF)	English Leaders / SLT	At £25 per hour 10 x £25 =£250	
Year 5	47% of pupils are operating below ARE in Reading. Baseline indicate that 20% are not achieving at the given TA from last academic year Improved outcomes for pupils to close gap to National	10 x ½ hour after school session delivered by 2 teachers for groups of up to 4 pupils	Research for the EEF shows that this type of initiative of reading comprehension approaches, delivers, on average, an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF)	English Leaders / SLT	At £25 per hour 10 x £25 = £250	
Year 5	51% of pupils are operating below ARE in Maths. Baseline indicate that 20% are not achieving at the given TA from last academic year Improved outcomes for pupils to close gap to National	10 x ½ hour after school session delivered by 2 teachers for groups of up to 20 pupils – Mastery learning	Research from EEF show from a number of meta-analyses indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress. Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students. Mastery learning may also be more effective when used as an occasional or additional teaching strategy: programmes with	Maths Leader / SLT	At £25 per hour 10 x £25 = £250	

What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?	Progress/Impact
			<p>durations of less than 12 weeks have tended to report a higher impact than longer programmes.</p>			
Year 5	<p>51% of pupils are operating below ARE in Maths. Baseline indicate that 20% are not achieving at the given TA from last academic year Improved outcomes for pupils to close gap to National</p>	<p>10 x ½ hour after school session delivered by 2 teachers for groups of up to 8 pupils – individualised Mastery learning</p>	<p>Research from EEF show from a number of meta-analyses indicate that, on average, mastery learning approaches are effective, leading to an additional five months’ progress. Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students. Mastery learning may also be more effective when used as an occasional or additional teaching strategy: programmes with durations of less than 12 weeks have tended to report a higher impact than longer programmes.</p>	<p>Maths Leader / SLT</p>	<p>At £25 per hour 10 x £25 = £250</p>	
Year 6	<p>49% of pupils are operating below ARE in Reading. Baseline indicate that 20% are not achieving at the given TA from last academic year Improved outcomes for pupils to close gap to National</p>	<p>10 x 1 hour sessions small group targeted support after school delivered by 3 teachers for groups of up to 8 pupils</p>	<p>Research for the EEF shows that this type of initiative of reading comprehension approaches, delivers, on average, an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF)</p>	<p>English Leaders / SLT</p>	<p>At £25 per hour 30 x £25 = £750</p>	

What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?	Progress/Impact
Year 6	70% of pupils are operating below ARE in SPAG. Baseline indicate that 50% are not achieving at the given TA from last academic year Improved outcomes for pupils to close gap to National	10 x ½ hour after school session delivered by 2 teachers for groups of up to 20 pupils Active English	Research for the EEF shows that this type of initiative of reading comprehension approaches, delivers, on average, an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF)	English Leaders / SLT	At £25 per hour 10 x £25 =£250	
Year 6	51% of pupils are operating below ARE in Reading. Baseline indicate that 20% are not achieving at the given TA from last academic year Improved outcomes for pupils to close gap to National	10 x ½ hour after school session delivered by 2 teachers for groups of up to 4 pupils	Research for the EEF shows that this type of initiative of reading comprehension approaches, delivers, on average, an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EEF)	English Leaders / SLT	At £25 per hour 10 x £25 = £250	
Year 6	49% of pupils are operating below ARE in Maths. Baseline indicate that 30% are not achieving at the given TA from last academic year Improved outcomes for pupils to close gap to National	10 x ½ hour after school session delivered by 2 teachers for groups of up to 20 pupils – Mastery learning	Research from EEF show from a number of meta-analyses indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress. Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students. Mastery learning may also be more effective when used as an occasional or additional teaching strategy: programmes with	Maths Leader / SLT	At £25 per hour 10 x £25 = £250	

What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?	Progress/Impact
			<p>durations of less than 12 weeks have tended to report a higher impact than longer programmes.</p>			
Year 6	<p>49% of pupils are operating below ARE in Maths.</p> <p>Baseline indicate that 30% are not achieving at the given TA from last academic year</p> <p>Improved outcomes for pupils to close gap to National</p>	<p>10 x ½ hour after school session delivered by 2 teachers for groups of up to 8 pupils – individualised</p> <p>Mastery learning</p>	<p>Research from EEF show from a number of meta-analyses indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.</p> <p>Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students. Mastery learning may also be more effective when used as an occasional or additional teaching strategy: programmes with durations of less than 12 weeks have tended to report a higher impact than longer programmes.</p>	<p>Maths Leader / SLT</p>	<p>At £25 per hour</p> <p>10 x £25 = £250</p>	
Whole School	<p>Up to 40 children (15%) of pupils have presented as facing emotional trauma, mental health issues and other challenging circumstances as a result of the pandemic, impacting on learning.</p> <p>Improved mental well-being for identified pupils</p>	<p>1 day per week of Counselling Service for identified pupils displaying anxieties</p> <p>Nurture Provision</p>	<p>Increase pupils' social skills, confidence and learning potential in order to impact on pupil achievement.</p> <p>Research from EEF shows that Social and Emotional Learning through an intervention such as counselling or Nurture will on average, have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	<p>Pupil emotional self-assessments</p> <p>Attendance data reported to SLT</p> <p>Family Support worker / Inclusion manager reports</p>	<p>£1,500</p>	

Total Spending for Autumn Term:- £8,300

Following a deep analysis of the impact of the above interventions at the end of the Autumn term 2020, the remaining £12,500 will be allocated to either repeat this process again with our own staff, buy into the national tutoring programme (once the details of this are released in November 2020) or purchase some additional electronic devices to support online learning. Depending on the needs of the pupils and the capacity of the school, there is also the possibility to combine some of the options as is necessary.