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### **School Planning 2020-21 and Catch-up Premium**

In order to support schools with school planning whilst we are in a world pandemic, the Education Endowment Foundation (EEF) has produced two helpful guidance documents:

“The EEF guide to supporting school planning – A tiered approach to 2020-21”

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/The\\_EEF\\_guide\\_to\\_supporting\\_school\\_planning\\_-\\_A\\_tiered\\_approach\\_to\\_2020-21.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf)

and

“Covid-19 support guide for schools”

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Covid-19\\_support\\_guide\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)

These documents suggest schools plan using a tiered approach with respect to school improvement and also with respect to planning how to support children to catch-up.

“Catch-up” in this context refers to the children learning the main aspects of the curriculum they missed when they were in the first lockdown (March-August 2020.)

This, aforementioned, tiered approach describes 3 tiers and the areas of provision within the tiers which schools they suggest should be focussed on to have the greatest impact this year.

(The *green text* are the areas within the “The EEF guide to supporting school planning” and the *red text* are those areas detailed in the “Covid-19 support guide for schools.”)

*Tier 1 – Teaching (High-quality for all, effective diagnostic assessment, supporting remote learning and focussing on professional development.) Teaching and whole school strategies (Supporting great teaching, Pupil assessment and feedback and Transition support)*

*Tier 2 – Targeted academic support (high quality one to one and small group tuition, teaching assistants and targeted support, academic tutoring, planning for pupils with SEND.) Targeted approaches (One to one and small group tuition, Intervention programmes and extended school time)*

*Tier 3 – Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times) Wider strategies (Supporting parent and carers, access to technology and summer support)*

The DFE guidance on catch-up premium references the two school planning documents so as a school, we have decided to use the tiers to support our decision-making with respect to how we spend our catch-up premium. Oakmeadow used the EEF guidance and devised our bespoke tiered approach for school planning (detailed below and the full report is available on the website). The Head of Teaching and Learning already had in place a continuous professional development programme through lesson study using the ‘Teaching for Mastery’ approach and the ‘Principles of Action’, and revised how this can be maintained during this academic year to ensure all staff can access PD. Additionally, further professional development has been provided throughout the year during staff meetings on the areas identified with tier one of the tiered approach for school planning.

Throughout the first part of autumn term, all staff have been using their formative assessment processes to identify ‘gaps in learning’ and making teacher judgments about children’s current attainment. Year groups that have been identified either because they have largest ‘gaps in learning’ or constraints of the time with in their key stage due to the nature of end of key stage assessments, have then used summative assessment to triangulate the teacher assessment, provide question level analysis and gain standardised scores.

The decisions are also guided by the school's vision and our determination to ensure all our children "catch-up" and we do not allow this pandemic to adversely affect any of our children's academic or emotion development.

### **Catch Up Premium**

The Government has allocated funding to each school to support "Catch-up"

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

This DFE guidance states:

*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](#).*

### **CATCH UP PREMIUM for this school**

Our school has been allocated a total of £31, 600 for this academic year.

The steps so far:

1. Employment of two additional TAs to start in the spring term. Teaching assistants to release year 2 and year 6 teaching assistants so that they can deliver bespoke interventions identified by the class teachers.

The impact of the interventions will be reviewed this will inform future decisions.

Please read Oakmeadow's tiered approach for school planning in 2020- 2021' to gain an understanding on how we plan to approach each tier and provided the support needed for all children.