



## ‘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

1. Summary information 'Catch up' Grant					
<b>Academy</b>	Jubilee LEAD Academy				
<b>Academic Year</b>	2020-21	<b>Total Catch up budget</b>	£24,000	<b>Number of pupils</b>	300

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

2. Barriers to future good attainment
<p><b>Whole School:</b> Previous attempts to engage pupils in catch up/ booster sessions after school have shown that pupils will not stay behind if they are individually selected and therefore in order to maintain the support of families, all pupils must be treated equally and all have the same amount of time in school each day. Keeping entire year groups behind for after school support is the only way to ensure that pupils attend these sessions.</p>
<p><b>Whole School:</b> Pupils in every year group have displayed significantly reduced energy and stamina throughout the school day as they attempt to re-adjust to the demands of being in school every day.</p>
<p><b>KS1:</b> Pupils in Year 2 did not sit the phonics screening in Year 1 and have subsequently fallen beneath their previous standards in early reading as a result of limited interaction whilst not in school.</p>
<p><b>Whole School:</b> Extensive question level analysis of baseline assessments have highlighted a wide range of significant gaps in learning from across the reading, writing and mathematics curriculum, resulting in the need for extensive 'catch-up' time to be used to fill these prior to teaching the expected curriculum objectives for their year group.</p>
<p><b>Year 1:</b> 78% of this cohort did not access online learning at home during the Summer term.            Baseline assessments in reading show that 10% of pupils are on track to achieve EXS+ (down from 64% who were at the expected standard in F2 at Spring 2)            Baseline assessments in writing show that 7% of pupils are on track to achieve EXS+ (down from 61% who were at the expected standard in F2 at Spring 2)            Baseline assessments in mathematics show that 9% of pupils are on track to achieve EXS+ (down from 66% who were at the expected standard in F2 at Spring 2)            Baseline assessments show that 7% of pupils are on track to achieve combined EXS+.</p>



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**Year 2:** 59% of this cohort did not access online learning at home during the Summer term.

Baseline assessments in reading show that 58% of pupils are on track to achieve EXS+ (down from 69% who were at the expected standard in Y1 at Spring 2)

Baseline assessments in mathematics show that 59% of pupils are on track to achieve EXS+ (down from 61% who were at the expected standard in F1 at Spring 2)

Baseline assessments show that 58% of pupils are on track to achieve combined EXS+ (down from 69% who were at the expected standard in Y1 at Spring 2)

**Year 3:** 41% of this cohort did not access online learning at home during the Summer term.

Baseline assessments in reading show that 26% of pupils are on track to achieve EXS+ (down from 73% who were at the expected standard in Y2 at Spring 2)

Baseline assessments in writing show that 28% of pupils are on track to achieve EXS+ (down from 62% who were at the expected standard in Y2 at Spring 2)

Baseline assessments in mathematics show that 43% of pupils are on track to achieve EXS+ (down from 64% who were at the expected standard in Y2 at Spring 2)

Baseline assessments show that 15% of pupils are on track to achieve combined EXS+ (down from 60% who were at the expected standard in Y2 at Spring 2)

**Year 4:** 66% of this cohort did not access online learning at home during the Summer term.

Baseline assessments in reading show that 58% of pupils are on track to achieve EXS+ (down from 74% who were at the expected standard in Y3 at Spring 2)

Baseline assessments in writing show that 50% of pupils are on track to achieve EXS+ (down from 65% who were at the expected standard in Y3 at Spring 2)

Baseline assessments in mathematics show that 68% of pupils are on track to achieve EXS+ (down from 73% who were at the expected standard in Y3 at Spring 2)

Baseline assessments show that 46% of pupils are on track to achieve combined EXS+ (down from 62% who were at the expected standard in Y3 at Spring 2)

**Year 5:** 62% of this cohort did not access online learning at home during the Summer term.

Baseline assessments in reading show that 68% of pupils are on track to achieve EXS+ (down from 78% who were at the expected standard in Y4 at Spring 2)

Baseline assessments in writing show that 7% of pupils are on track to achieve GDS (down from 12% who were at a greater depth standard in Y4 at Spring 2)

Baseline assessments in mathematics show that 56% of pupils are on track to achieve EXS+ (down from 73% who were at the expected standard in Y4 at Spring 2)

**Year 6:** 47% of this cohort did not access online learning at home during the Summer term.

Baseline assessments in reading show that 44% of pupils are on track to achieve EXS+ (down from 80% who were at the expected standard in Y5 at Spring 2)

Baseline assessments in writing show that 52% of pupils are on track to achieve EXS+ (down from 72% who were at the expected standard in Y5 at Spring 2)

Baseline assessments in mathematics show that 50% of pupils are on track to achieve EXS+ (down from 83% who were at the expected standard in Y5 at Spring 2)

Baseline assessments show that 35% of pupils are on track to achieve combined EXS+ (down from 73% who were at the expected standard in Y5 at Spring 2)



3. Planning for Catch up interventions						
What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?	Progress/Impact
<i>Year Group</i>	<i>Identified evaluation or assessment as a baseline</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>		<i>Provide simple breakdown of proportionate or full costs.</i>	<i>Briefly evaluate impact of intervention against the identified outcomes.</i>
<b>Year 1</b>	50% have fallen behind in phonics and early reading and without intervention will struggle to pass the phonics test in Year 1.	2 X 1 hour additional phonics session per week by the class teachers (2) for identified pupils.	<p>The EEF identified that the teaching of phonics has been consistently found to be effective in supporting younger readers to master the basics of reading.</p> <p>The EEF found that evidence shows that small group tuition is effective.</p> <p>The EEF found that the quality of the teaching in small groups may be as or more important than the precise group size.</p>	SLT & Phase Leaders	<p>2 X 6 sessions = 12 hours (£240) per 6 week half term per teacher.</p> <p>£480 total for 6 week Autumn 2 half term</p>	
<b>Year 1</b>	85% of pupils have been assessed to be working below the expected standard in mathematics.	1 X 1 hour additional maths session per week by the class teachers (2) for identified pupils.	<p>The EEF found that evidence shows that small group tuition is effective.</p> <p>The EEF found that the quality of the teaching in small groups may be as or more important than the precise group size.</p>	SLT & Phase Leaders	<p>1 X 6 sessions = 6 hours (£120) per 6 week half term per teacher.</p> <p>£240 total for 6 week Autumn 2 half term</p>	



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What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?	Progress/Impact
<i>Year Group</i>	<i>Identified evaluation or assessment as a baseline</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>		<i>Provide simple breakdown of proportionate or full costs.</i>	<i>Briefly evaluate impact of intervention against the identified outcomes.</i>
<b>Year 2</b>	71% of pupils have been assessed as being below the expected phonics standard and require additional support in order to reach EXS+ and to pass the phonics screening by the end of the Autumn 2020 term.	2 X 1 hour additional phonics sessions per week by the class teacher for identified pupils.	<p>The EEF identified that the teaching of phonics has been consistently found to be effective in supporting younger readers to master the basics of reading.</p> <p>The EEF found that evidence shows that small group tuition is effective.</p> <p>The EEF found that the quality of the teaching in small groups may be as or more important than the precise group size.</p>	SLT & Phase Leaders	<p>2 X 6 sessions = 12 hours (£240) per 6 week half term per teacher.</p> <p>£240 total for 6 week Autumn 2 half term</p>	
<b>Year 2</b>	Pupils have not made the accelerated progress that was expected of them in mathematics during the Summer term and require additional support to attain the standards that they are capable of.	1 X 1 hour additional maths session per week by the class teacher for identified pupils.	<p>The EEF found that evidence shows that small group tuition is effective.</p> <p>The EEF found that the quality of the teaching in small groups may be as or more important than the precise group size.</p>	SLT & Phase Leaders	<p>1 X 6 sessions = 6 hours (£120) per 6 week half term per teacher.</p> <p>£120 total for 6 week</p>	



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What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?	Progress/Impact
<i>Year Group</i>	<i>Identified evaluation or assessment as a baseline</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>		<i>Provide simple breakdown of proportionate or full costs.</i>	<i>Briefly evaluate impact of intervention against the identified outcomes.</i>
<b>Year 3</b>	74% of pupils have been assessed to be working below the expected standard in reading (compared to 27% SP2 2019-20) and require additional support to catch-up to previous standards.	2 X 1 hour additional Talk Detectives (reading) sessions per week by the class teachers (3) for identified pupils.	<p>The EEF found that effective reading comprehension approaches can deliver an additional 6 months' progress.</p> <p>The EEF found that evidence shows that small group tuition is effective.</p> <p>The EEF found that the quality of the teaching in small groups may be as or more important that the precise group size.</p>	SLT & Phase Leaders	<p>2 X 6 sessions = 12 hours (£240) per 6 week half term per teacher (3).</p> <p>£1,440 total for 12 week Autumn term</p>	
<b>Year 3</b>	72% of pupils have been assessed to be working below the expected standard in writing (compared to 38% SP2 2019-20) and require additional support to catch-up to previous standards.	1 X 1 hour additional writing (including GPVS) session per week by the class teachers (3) for identified pupils.	<p>The EEF found that evidence shows that small group tuition is effective.</p> <p>The EEF found that the quality of the teaching in small groups may be as or more important that the precise group size.</p>	SLT & Phase Leaders	<p>1 X 6 sessions = 6 hours (£120) per 6 week half term per teacher (3).</p> <p>£720 total for 12 week Autumn term</p>	



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What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?	Progress/Impact
<i>Year Group</i>	<i>Identified evaluation or assessment as a baseline</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>		<i>Provide simple breakdown of proportionate or full costs.</i>	<i>Briefly evaluate impact of intervention against the identified outcomes.</i>
<b>Year 4</b>	42% of pupils have been assessed to be working below the expected standard in reading (compared to 26% SP2 2019-20) and require additional support to catch-up to previous standards.	2 X 1 hour additional Talk Detectives (reading) sessions per week by the class teachers (3) for identified pupils.	<p>The EEF found that effective reading comprehension approaches can deliver an additional 6 months' progress.</p> <p>The EEF found that evidence shows that small group tuition is effective.</p> <p>The EEF found that the quality of the teaching in small groups may be as or more important than the precise group size.</p>	SLT & Phase Leaders	<p>2 X 6 sessions = 12 hours (£240) per 6 week half term per teacher (3).</p> <p>£1,440 total for 12 week Autumn term</p>	
<b>Year 4</b>	50% of pupils have been assessed to be working below the expected standard in writing (compared to 34% SP2 2019-20) and require additional support to catch-up to previous standards.	1 X 1 hour additional writing (including GPVS) session per week by the class teachers (3) for identified pupils.	<p>The EEF found that evidence shows that small group tuition is effective.</p> <p>The EEF found that the quality of the teaching in small groups may be as or more important than the precise group size.</p>	SLT & Phase Leaders	<p>1 X 6 sessions = 6 hours (£120) per 6 week half term per teacher (3).</p> <p>£720 total per 12 week Autumn term</p>	



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What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?	Progress/Impact
<i>Year Group</i>	<i>Identified evaluation or assessment as a baseline</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>		<i>Provide simple breakdown of proportionate or full costs.</i>	<i>Briefly evaluate impact of intervention against the identified outcomes.</i>
<b>Year 5</b>	<p>When compared to SP2 2019-20, there has been a 29% drop in pupils working at GDS in reading who require targeted support in order to attain the standard that they are capable of.</p> <p>There has also been a drop of 9% of pupils from EXS to WTS who require additional targeted reading support.</p>	2 X 45 minute additional Talk Detectives (reading) sessions per week by the class teachers (3) for identified pupils.	<p>The EEF found that effective reading comprehension approaches can deliver an additional 6 months' progress.</p> <p>The EEF found that evidence shows that small group tuition is effective.</p> <p>The EEF found that the quality of the teaching in small groups may be as or more important than the precise group size.</p>	SLT & Phase Leaders	<p>2 X 6 sessions = 9 hours (£180) per 6 week half term per teacher (3).</p> <p>£1,080 total for 12 week Autumn term</p>	





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<b>Year 5</b>	<p>When compared to SP2 2019-20, there has been a 19% drop in pupils working at GDS in reading who require targeted support in order to attain the standard that they are capable of.</p> <p>There has also been a drop of 17% of pupils from EXS to WTS who require additional targeted reading support.</p>	2 X 45 minute maths sessions per week by the class teachers (3) for identified pupils.	<p>The EEF found that evidence shows that small group tuition is effective.</p> <p>The EEF found that the quality of the teaching in small groups may be as or more important than the precise group size.</p>	SLT & Phase Leaders	<p>2 X 6 sessions = 9 hours (£180) per 6 week half term per teacher (3).</p> <p>£1,080 total for 12 week Autumn term</p>	
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What do we want to achieve?		How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?	Progress/Impact
<i>Year Group</i>	<i>Identified evaluation or assessment as a baseline</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>		<i>Provide simple breakdown of proportionate or full costs.</i>	<i>Briefly evaluate impact of intervention against the identified outcomes.</i>
<b>Year 6</b>	<p>When compared to SP2 2019-20, there has been a 22% drop in pupils working at GDS in reading who require targeted support in order to attain the standard that they are capable of.</p> <p>There has also been a drop of 36% of pupils from EXS to WTS who require additional targeted reading support.</p>	<p>1 X 1 hour additional Talk Detectives (reading) session per week by the class teachers (3) for identified pupils.</p>	<p>The EEF found that effective reading comprehension approaches can deliver an additional 6 months' progress.</p> <p>The EEF found that evidence shows that small group tuition is effective.</p> <p>The EEF found that the quality of the teaching in small groups may be as or more important than the precise group size.</p>	<p>SLT &amp; Phase Leaders</p>	<p>1 X 6 sessions = 6 hours (£120) per 6 week half term per teacher (3).</p> <p>£720 total for 12 week Autumn term</p>	



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<p><b>Year 6</b></p>	<p>When compared to SP2 2019-20, there has been a 14% drop in pupils working at GDS in writing who require targeted support in order to attain the standard that they are capable of.</p> <p>There has also been a drop of 20% of pupils from EXS to WTS who require additional targeted reading support.</p>	<p>1 X 1 hour additional writing (including GPVS) session per week by the class teachers (3) for identified pupils.</p>	<p>The EEF found that evidence shows that small group tuition is effective.</p> <p>The EEF found that the quality of the teaching in small groups may be as or more important that the precise group size.</p>	<p>SLT &amp; Phase Leaders</p>	<p>1 X 6 sessions = 6 hours (£120) per 6 week half term per teacher (3).</p> <p>£720 total for 12 week Autumn term</p>	
<p><b>Year 6</b></p>	<p>When compared to SP2 2019-20, there has been a 22% drop in pupils working at GDS in writing who require targeted support in order to attain the standard that they are capable of.</p> <p>There has also been a drop of 32% of pupils from EXS to WTS who require additional targeted reading support.</p>	<p>1 X 1 hour additional maths session per week by the class teachers (3) for identified pupils.</p>	<p>The EEF found that evidence shows that small group tuition is effective.</p> <p>The EEF found that the quality of the teaching in small groups may be as or more important that the precise group size.</p>	<p>SLT &amp; Phase Leaders</p>	<p>1 X 6 sessions = 6 hours (£120) per 6 week half term per teacher (3).</p> <p>£360 total per 6 week half term</p>	



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**Additional/Future actions:** The total cost of the above interventions for the 12 week Autumn term is £9360.

Following a deep analysis of the impact of the above interventions at the end of the Autumn term 2020, the remaining £14,640 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.