



‘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 2020-21v2

1. Summary information 'Catch up' Grant					
Academy	Hogarth Academy				
Academic Year	2020-21	Total Catch up budget	£14,400.00	Number of pupils	180

2. Summary information Additional Disadvantaged Tutoring					
Academy	Hogarth Academy				
Academic Year	2020-21	Total budget	0	Number of pupils	180

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

3. Barriers to future good attainment
After missing 4 1/2/ months of school-based education, all children returned to school, week beginning 1 st September, eager to return to their learning.
All pupils have been assessed in reading comprehension skills and knowledge and all pupils have been assessed in mathematical skills and knowledge.
The baseline data shows some pupils (10%) have retained key subject knowledge and skills from their last assessment, predominantly children who were targeted greater depth but the attainment gap between these children and their peers is wide.
The outcomes of our initial assessments are that 90% pupils have not read widely over lockdown or talked about their reading, the content, language and comprehension of a text.
The outcomes of our initial assessments are that 90% pupils have not continued to use and apply their mathematical thinking skills daily and as a result their mathematical fluency is poor.



4. 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>
Year 6 26	<p>Mathematics</p> <p>On entry baseline assessment in mathematics shows the year group are 50% down on expected outcomes for a sept OED</p> <p>Only three children scored above the pass mark, where historically 6 pupils would.</p> <p>The remaining 23 children are WTS based on the data with arithmetic scores being significantly lower than we would have expected if they had been in school last term.</p>	<p>24 x ½ hour session at the end of the day by teacher for ALL pupils.</p> <p>Total 24 x ½ hours for 26 children until 14th Sept - 15th Oct 2020</p>	<p>The EEF toolkit states that evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress.</p>	<p>SLT to monitor planning and delivery of the sessions weekly.</p> <p>Data 10th Oct to show increased arithmetic scores for ALL pupils</p>	<p>At approx £25 hour 12 x£25=£300</p>	<p>100% of pupils have made progress in mathematics , predominantly arithmetic and 100% have made progress from OED in reading comprehension.However, there are still significant gaps in pupils knowledge.</p> <p>Once National Lockdown 2 has finished , daily catch up for ALL pupils will start up again (Most likely January 2021)</p>



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<p>Year 5 28</p>	<p>Mathematics On entry baseline assessment in mathematics shows ... Only four children scored above 50% or above . The remaining 24 children are WTS based on the data with arithmetic scores being significantly lower than we would have expected if they had been in school last term.</p>	<p>24 x ½ hour session at the end of the day by teacher for ALL pupils. Total 24 x ½ hours for 26 children until 14th Sept - 15th Oct 2020</p>	<p>The EEF toolkit states that evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress.</p>	<p>SLT to monitor planning and delivery of the sessions weekly. Data 10th Oct to show increased arithmetic scores for ALL pupils</p>	<p>At approx £25 hour 12 x£25=£300</p>	<p>96% of children have made progress since OED in mathematics and simlairy in reading , however there are still significant gaps in pupils knowledge. Once National Lockdown 2 has finished , daily catch up for ALL pupils will start up again (Most likely January 2021)</p>
<p>Year 4 28</p>	<p>Mathematics On entry baseline assessment in mathematics shows ... Only five children scored above 50% or above. The remaining 23 children are WTS based on the data with arithmetic scores being significantly lower than we would have expected for children targeted ARE ,than if they had been in school last term.</p>	<p>24 x ½ hour session at the end of the day by teacher for ALL pupils. Total 24 x ½ hours for 26 children until 14th Sept - 15th Oct 2020</p>	<p>The EEF toolkit states that evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress.</p>	<p>SLT to monitor planning and delivery of the sessions weekly. Data 10th Oct to show increased arithmetic scores for ALL pupils</p>	<p>At approx £25 hour 12 x£25=£300</p>	<p>77% of pupils have made progress since the OED in maths and 86% in reading , however there are still significant gaps in pupils knowledge. Once National Lockdown 2 has finished , daily catch up for ALL pupils will start up again (Most likely January 2021)</p>



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<p>Year 3 30</p>	<p>Mathematics On entry baseline assessment in mathematics shows ... Only four children scored above 50% or above. The remaining 26 children are WTS based on the data with arithmetic scores being significantly lower than we would have expected for children targeted ARE, than if they had been in school last term.</p>	<p>24 x ½ hour session at the end of the day by teacher for ALL pupils. Total 24 x ½ hours for 26 children until 14th Sept - 15th Oct 2020</p>	<p>The EEF toolkit states that evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress.</p>	<p>SLT to monitor planning and delivery of the sessions weekly. Data 10th Oct to show increased arithmetic scores for ALL pupils</p>	<p>At approx £25 hour 12 x£25=£300</p>	<p>87% of children have made progress from OED in maths and Only 66% in reading so there are still significant gaps in pupils knowledge. Once National Lockdown 2 has finished , daily catch up for ALL pupils will start up again (Most likely January 2021)</p>
<p>Year 2 28</p>	<p>Mathematics On entry baseline assessment in mathematics shows ... Only two children scored well. The remaining 26 children are WTS based on the data with arithmetic scores being significantly lower than we would have expected for children targeted ARE, than if they had been in school last term.</p>	<p>24 x ½ hour session at the end of the day by teacher for ALL pupils. Total 24 x ½ hours for 26 children until 14th Sept - 15th Oct 2020</p>	<p>The EEF toolkit states that evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress.</p>	<p>SLT to monitor planning and delivery of the sessions weekly. Data 10th Oct to show increased arithmetic scores for ALL pupils</p>	<p>At approx £25 hour 12 x£25=£300</p>	<p>Whilst the half term data shows some improvement from the OED, there are still significant gaps in pupils knowledge. Once National Lockdown 2 has finished , daily catch up for ALL pupils will start up again (Most likely January 2021)</p>



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<p>Year 1 26</p>	<p>Phonics On entry baseline assessment in phonics shows ... Only four children scored 50% The remaining 22 children's scores are significantly below where we would expect them to be if they had been in school last term.</p>	<p>24x 20 min phonic session by TA for 9 pupils daily</p>	<p>The EEF toolkit states that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p>	<p>SLT to monitor planning and delivery of the sessions weekly. Data 10th Oct to show increased phonic scores for ALL pupils</p>	<p>At approx £25 hour 12 x£25=£300</p>	<p>Whilst the half term data shows improvement from the OED in the phonic scores, there are still significant gaps in pupils phonic knowledge. Once National Lockdown 2 has finished , daily 20 min morning catch up for ALL pupils will start.(Most likely January 2021)</p>
<p>All Year Groups</p>	<p>Online learning Rockstar Mathematics</p>	<p>To be used during catch up sessions for each year group</p>	<p>The EER toolkit states that digital technology is associated with moderate learning gains: on average, an additional four months' progress and it states that there is clear evidence that digital technology approaches are more beneficial for writing and mathematics practice</p>	<p>SLT to monitor use and impact every half term</p>	<p>£3000.00</p>	<p>Due to GDPR checks this will be rolled out to pupils starting Jan 2021</p>

We will be assessing the learning and progress of pupils over this half term. As a result of our evaluation of pupil's progress, we will be formulating a more precise and targeted plan for catch up, including the identification of the specific learning gaps of pupils, after half term.