



Catch-Up Premium Plan

Summary information

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| School | Catch-up Premium Plan | | | | |
| Academic Year | 2020-21 | Total Catch-Up Premium | £6,880 | Number of pupils | 86 |

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

| Use of Funds | EEF Recommendations |
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| <p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support</p> | <p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition |

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| <p>guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p> | <ul style="list-style-type: none"> • Intervention programmes <p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology |
|--|--|

| Identified impact of lockdown | |
|---------------------------------|---|
| <p>Maths</p> | <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables, place value is less secure and they have forgotten once taught calculation strategies. Specific content has been missed, leading to gaps in learning and stalled sequencing of learning journeys.</p> |
| <p>Writing</p> | <p>Children have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to a lack of accuracy in writing. Spelling and handwriting have also suffered in addition to a lack of writing stamina. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p> |
| <p>Reading</p> | <p>Children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. Stamina in reading has been impacted during lockdown. Comprehension strand of reading has also been impacted by lockdown. For those in the lower years, there is an evident lack of phonic knowledge, requiring intervention to close the gaps in knowledge.</p> |
| <p>Non-core</p> | <p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors.</p> |
| <p>Mental well-being</p> | <p>Children have lost the routines of learning in school. They have lost stamina to stay focussed throughout the day.</p> |

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

| Desired outcome | Chosen approach and anticipated cost | Impact (once reviewed) | Staff lead | Start/Review date |
|--|---|------------------------|--------------------------------------|-------------------|
| <p><u>Supporting great teaching:</u> All staff will receive CPD on mental well-being and readiness to learn, supporting quality first teaching.</p> | <p>Whole school CPD on well-being, resilience and readiness to learn tailored to our school's pupils. This is two staff meetings and two afternoons work with teachers and whole school.</p> <p style="text-align: right;">(£1,000)</p> <p style="text-align: center;">CPD in relation to the thrive programme so that staff are equipped for early recognition of children's mental health needs.</p> <p style="text-align: right;">(free)</p> | | <p>Steve Russel</p> <p>LP JM</p> | <p>Nov 20</p> |
| <p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p> | <p>Baseline assessments carried out to identify gaps in learning</p> <p>White Rose Maths has been purchased to assist with assessments, end of unit checks, gap analysis.</p> <p style="text-align: right;">(£100)</p> <p>Staff to attend moderation meetings which will enable staff to compare their assessments with other teachers to ensure that assessments are accurate.</p> <p style="text-align: right;">(free)</p> | | <p>LP AR</p> | |
| <p><u>Supporting great teaching</u> To improve pupil's oral language skills as well as promoting longer term progress in reading comprehension</p> | <p>Nuffield Early Language Intervention-to help young children overcome language difficulties targeting vocabulary, narrative skills, active listening and phonological awareness.</p> <p style="text-align: right;">(free + CPD training costs £600 estimate)</p> | | <p>LP SH</p> | <p>Jan 21</p> |
| Total budgeted cost | | | | £1700 |

ii. Targeted approaches

| Desired outcome | Chosen action/approach | Impact (once reviewed) | Staff lead | Start/Review date |
|--|---|------------------------|------------|-------------------|
| <p><u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding.</p> <p>Identified children will have a solid understanding of place value, tables and number bonds as expected for their age.</p> <p>Identified children will be able to spell the word lists relevant to their year group and they will know the relevant spelling rules.</p> <p>Identified children will be able to identify and use the relevant punctuation for their year group.</p> | <p>Identified children will receive 1:1 or small group support depending on need.</p> <p>Programmes such as Power of 1 and toe by toe may be used but the children’s needs will determine the approach taken.</p> <p>There will be additional hours given to Teaching Assistants to focus on closing the gaps under the close supervision and support of class teachers.</p> <p style="text-align: right;">(£5,107)</p> | | LP JM | Dec 20-Jul 21 |
| Total budgeted cost | | | | £5,107 |

iii. Wider Strategies

| Desired outcome | Chosen action/approach | Impact (once reviewed) | Staff lead | Start/Review date |
|--|---|------------------------|---|----------------------|
| <p><u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording children greater independence and increasing the likelihood that parents can sustain home learning. All staff confident in using online platform for remote learning. Parents made aware of the platform and how it can support learning.</p> | <p>Spelling shed will be purchased to support the progress and development of spelling and as a tool that can be used at home if a pupil needs to self-isolate.</p> <p style="text-align: right;">(£73)</p> <p>White Rose maths Whole school CPD training on Microsoft Teams</p> | | <p>LP JM AR</p> | <p>Nov 20-Jan 21</p> |
| | | | Total budgeted cost | £73 |
| | | | Total cost | £6880 |