



Catch-Up Premium Plan

Summary information					
School	Catch-up Premium Plan				
Academic Year	2020-21	Total Catch-Up Premium	£22,320	Number of pupils	271

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
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. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support 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.	The EEF advises the following: Teaching and whole school strategies • Supporting great teaching • Pupil assessment and feedback • Transition support Targeted approaches • One to one and small group tuition • Intervention programmes • Extended school time Wider strategies • Supporting parent and carers • Access to technology • Summer support

Identified impact of lockdown	
Maths	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.
Writing	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.
Reading	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. For those in the lower years, there is an evident lack of phonic knowledge, requiring intervention to close the gaps in knowledge.
Non-core	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.

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
<u>Supporting great teaching:</u> All staff will receive CPD to use in all lessons, supporting Quality First Teaching. New strategies will be implemented to support accelerated progress and support the closing of gaps.	Focus on early communication and phonics - CPD for the whole school on refining our focus on phonics for those in Reception and Year 1 for rapid and sound understanding and progress - Focus on the rest of the school for post Y1 building on the early phonics skills and progressing into fluency for reading - Allocation of additional staff to help with phonics intervention and catch up for Y1's, Y2's and Y3's - Purchase of a greater variety of decodable books to build up depleted by quarantining books. The books should clearly identify those for parents to distinguish between those books that children can read independently and those they may need help with. - Early years phonics intervention, resources - £3000		SM	September 2020 onwards
<u>Supporting great teaching:</u> All children will be able to access high quality reading books to support their fluency in reading.	Due to the need to quarantine books before they are allowed to go home again and the need to distance, more reading resources are required. Gaps in the reading scheme will be identified and new resources purchased to ensure that there are enough books to meet need during the pandemic. The OECD Report 'Reading for Change' found the difference in reading ability between a child who reads for pleasure for 30 minutes a day and one who never reads was more than a year.		KC	November 2020

	Staff will also have a class book to share. Evidence from a Sussex University trials showed that reading to a class over a period of 12 weeks, the whole cohort made 8.5 months progress whilst the lower attainers made 16 months progress (£820£1000)			
Lexia Reading, spelling, phonics and vocabulary online personalised learning	Having taken part in a free whole school trial of Lexia at the end of the year last year we have purchased enough licences for all children in Y3 and Y4 to do Lexia at home and school. Additional licences have been purchased for children identified in Y5 and Y6 who require intervention who are currently working below their chronological age in reading Three year licence - £8000 in total £3000 for this year		KR	September 2020
Support with coming into school	We recognise that we have a larger than usual number of children who are struggling with coming into school after the initial lockdown and after any periods of isolation. We are using targeted support from Needbright Solutions to help support staff and parents with strategies £500			
Support with online teaching and learning	Having received training for Google Classrooms we wish to have a bank of devices that can be used by support staff when they are isolating in order for targeted support to continue with children. £2500		SS	Autumn Term and ongoing 2020-21
Total budgeted cost				£ 9,320,940

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Start/Review date
<u>1-to-1 and small group tuition</u>			KR	

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. Identified children will have a solid understanding of place value, tables and number bonds as expected for their age. Identified children will be able to spell the word lists relevant to their year group and they will know the relevant spelling rules. Identified children will be able to identify and use the relevant punctuation for their year group.	Identified children will receive 1:1 or small group support depending on need. Programmes such as Power of 1 and toe by toe may be used but the children's needs will determine the approach taken. Additional licences for Lexia targeted intervention. There will be additional hours given to Teaching Assistants to focus on closing the gaps under the close supervision and support of class teachers. A qualified teacher will support in a morning, to take small groups or lead the class whilst the teacher focuses on a group of pupils. This will be an opportunity for the gaps that have been identified to have a programme of support put in place and implemented. <i>(24 weeks of an additional 9 hours of a TA £3240)</i> <i>(Three mornings a week for 24 weeks with a qualified teacher to lead groups £8712)</i> <i>(Resources £1000)</i> £1000 additional licences for Lexia			Start Jan 21 Review July 21
Total budgeted cost				£129572

iii. Wider Strategies

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Start/Review date
<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 the children greater independence and increasing the likelihood that parents can sustain home-learning.	Evidence me will be purchased to support home learning and the gathering of evidence for those that need to self-isolate or any closures of bubbles. 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 is needed to self-isolate. Lexia (as referenced above with costs above) <i>Approx £400 £690</i>		KCCP	October 2020 Start Sept 21 Review July 21 Start Jan 21 Review July 21
Total funding received budgeted cost				£22, 320£690
		Total cost		£22,672£23062
		Money from the existing budget		£352£742