



Catch-Up Premium Plan

Catfield CofE VC Primary School

| Summary information | | | | | |
|----------------------|---------------------------------|-------------------------------|--------|-------------------------|----|
| School | Catfield CofE VC Primary School | | | | |
| Academic Year | 2020-21 | Total Catch-Up Premium | £5,760 | Number of pupils | 77 |

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 |
|--|--|
| <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 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> | <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 ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support |

Identified impact of lockdown

| | |
|-----------------|---|
| Maths | <p>During lockdown engagement in remote learning for pupils varied greatly and as a result learning behaviours have deteriorated for many pupils.</p> <p>Supporting platforms such as Times Tables rocks enabled many children to make good progress in core arithmetic areas such as times tables.</p> <p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys.</p> |
| Writing | <p>Children accessed less writing activities than other subjects as parents found it the most challenging area to support.</p> <p>Where online platforms were used to support children with spelling/grammar this allowed children to make progress in these areas although not at the same rate as if they were at school.</p> <p>Children are requiring a lot of scaffolding to support them with their writing and writing stamina has also greatly reduced.</p> |
| Reading | <p>Many children accessed reading well during lockdown. This is something that was more accessible for families and required less teacher input. This has led to some good progress in reading fluency.</p> <p>However, reading comprehension skills have not progressed in the same way. Children missed the engagement with teachers and peers to discuss and explore texts.</p> |
| Non-core | <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> |

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 | Review date? |
|--|---|--|------------|----------------------------------|
| <p><u>Supporting great teaching:</u></p> <p>Gaps from missed teaching in 2019-20 will be identified and cascaded to staff as pupils move up the school. These gaps will be integrated into 2020-21 planning.</p> | <p>Designated inset session given for previous class teachers to review the planned 2019-20 curriculum and identify gaps that were missed. A federation devised gaps document will be available for all teachers to complete and this information will be passed on to pupil's new class teachers.</p> | <p>May 2021 review- Gaps effectively identified and woven into Medium Term Plans. Pupils will be able to move onto the next cycle in 2021-22 as planned.</p> | HoS | July 2021 |
| <p><u>Teaching assessment and feedback</u></p> <p>Teachers will complete robust baseline assessments to support them in identifying pupil specific gaps. This will allow effective planning both for whole class teaching and specific intervention.</p> | <p>Designated staff meeting time to share best practice around assessment including cascading knowledge around using multi-tick assessments on Pupil Asset.</p> | <p>May 2021 review - Baseline assessments completed in Oct and then April to coincide with 2 periods of lockdown. In depth meetings with Exec Head held to identify both in class adaptations and specific interventions.</p> | Exec Head | July 2021 |
| Total budgeted cost | | | | INSET/staff meeting time) |

ii. Targeted approaches

| Desired outcome | Chosen approach and anticipated cost | Impact (once reviewed) | Staff lead | Review date? |
|---|--|--|--|--------------|
| <p><u>1-to-1 and small group tuition</u></p> <p>Where specific gaps in learning for pupils are identified through baseline assessments and ongoing teacher assessments, these pupils will be sign-posted to tuition sessions.</p> | <p>School staff will be employed to run extra tuition sessions before and after school to allow for these gaps to be addressed. This will ensure no emotional barrier as pupils will be familiar with the adult and allow fluidity between tuition sessions and what is being taught during the day.</p> <p>This provision will be in place for the full academic year but will be reviewed half termly to meet pupil's specific needs.</p> <p style="text-align: right;">£5357</p> <p>Numicon Breaking Barriers intervention £403</p> | <p>May 2021 review - Pupils with specific gaps in learning are identified by class teachers.</p> <p>Individualised interventions are planned to match the pupils' specific needs. Impact is measured both through progress in the intervention sessions and application within the classroom.</p> | <p>Exec Head/HoS</p> <p>Class teachers to liaise with tutors</p> | July 2021 |

Total budgeted cost £5,760

| iii. Wider Strategies | | | | |
|--|---|---|---|---------------|
| Desired outcome | Chosen action/approach | Impact (once reviewed) | Staff lead | Review date? |
| <p><u>Supporting parents and carers</u></p> <p>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.</p> | <p><i>Additional online learning resources will be purchased, such as White Rose subscription, Times tables rocks, Espresso, Reading Eggs and SPAG.com.</i></p> <p>£1,200</p> | <p>May 2021 review- remote learning engagement in lockdown Jan to March was high (89%).</p> <p>Parents' feedback was they welcomed the scaffolding of supporting apps and pupils reported enjoying using them. The apps continue to be used in school to support intervention and as part of daily classroom practice.</p> | Curriculum Leaders | July 21 |
| Total budgeted cost | | | | £1,200 |
| | | | Cost paid through Covid Catch-Up | £5,760 |
| | | | Cost paid through school budget | £1,200 |