



Catch-Up Premium Plan

Sutton CofE VC Infant School

Summary information

School	Sutton CofE VC Infant School				
Academic Year	2020-21	Total Catch-Up Premium	£5,760	Number of pupils	65

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

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.

EEF Recommendations

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	<p>During lockdown engagement in remote learning for pupils varied greatly and as a result learning behaviours have deteriorated for some 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> <p>Similarly, progression in phonics has slowed as much of the work had to be focused around consolidation to allow it to be accessible to families at home.</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><i>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.</i></p>		HoS	Feb 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><i>Designated staff meeting time to share best practice around assessment including cascading knowledge around using multi-tick assessments on Pupil Asset.</i></p>		Exec Head	Oct 2020
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><i>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.</i></p> <p><i>This provision will be in place for the full academic year but will be reviewed half termly to meet pupil's specific needs.</i></p> <p style="text-align: right;">£3,100</p>		<p>Exec Head/HoS</p> <p>Class teachers to liaise with tutors</p>	Jan 21

<u>Intervention programme</u> Additional teacher hours will be directed to support specific intervention for groups of children.	<p><i>To be in place from January. Interventions will be identified in line with pupil progress meetings and teachers ongoing assessments. As being led by a qualified teacher, intervention will be of a high standard and will allow for confidence in adjusting the provision to best suit the needs of the pupils.</i></p> <p style="text-align: right;">£1,860</p>		Exec Head/HoS	July 21
Total budgeted cost				£4,960

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	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. Children will become increasingly confident in using remote platforms.	<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 style="text-align: right;">£1,200</p> <p><i>Additional iPads will be purchased to ensure more pupils have access within the school day and remote platform use can be integrated into class teaching.</i></p> <p style="text-align: right;">£5,177</p>		Curriculum Leaders Exec Head/Head of School/SBM	Feb 21 Feb 21
Total budgeted cost				£5,177
			Cost paid through Covid Catch-Up	£4,960
			Cost paid through school budget	£5,177