

Catch-Up Premium Plan

St Edward's CE Primary School

Summary information					
School	St Edward's CE Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£ 15,759	Number of pupils	204

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. 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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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

Identified impact of lockdown

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however some pupils have missed key concepts that will need re-teaching. Recall of basic skills for some children has suffered – some children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This was reflected in our baseline assessments on return to school in September.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPS specific knowledge has suffered, leading to lack of fluency in writing. 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. Younger children (particularly FS and Y1) have missed key learning and practice with letter formation and fine motor control activities.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, some 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. The bottom 20% of readers have been disproportionately affected. Children in FS and Y1 have missed vital phonics teaching that has been evident in baseline assessments on return to school.
Wider Curriculum	Lockdown has created some gaps in knowledge and skills in the foundation subjects – whole units of work have not been taught in some cases, 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 may have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.
Emotional Wellbeing	Some pupils have found the lockdown experience a challenge and have needed extra support with anxiety and worry on their return to school.

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>The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Year 1 and Foundation Stage are needing an increased allowance of phonics books to catch up on learning missed and allow for time to quarantine books between use.</p> <p>Years 2 through to 6 will need an increased selection of books to read as books are being kept in class bubbles to avoid contamination. Books were freely loaned to parents over lockdown and many of these have not been returned and so additional books need purchasing. Pupils also will benefit from having more access to 'classic' titles which we will purchase a collection of.</p> <p>Current Year 1 have been the hardest hit in terms of social and emotional development. Additional role play equipment will be purchased to allow for more time having continuous provision than we would normally have in Year 1.</p> <p>Our Year 3 cohort missed a vital transition term during lockdown and so there are a number of pupils, who need extra support in reading, writing and maths. Extra interventions planned and delivered by the teacher during afternoons will support this.</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p style="text-align: right;"><i>(£1000)</i></p> <p><i>Purchase additional phonics books for EYFS/KS1</i></p> <p style="text-align: right;"><i>(£1000)</i></p> <p><i>Purchase additional reading books for Years 2-6</i></p> <p style="text-align: right;"><i>(£1000)</i></p> <p><i>Purchase additional equipment for continuous provision for EYFS/KS1</i></p> <p style="text-align: right;"><i>(£500)</i></p> <p><i>Cover time for Year 3 teacher to deliver extra interventions one afternoon a week.</i></p> <p style="text-align: right;"><i>(£2000)</i></p>		<p>JM</p> <p>JM</p> <p>JM</p> <p>JM</p> <p>RL</p>	<p>Feb 21</p> <p>Feb 21</p> <p>Feb 21</p> <p>Feb 21</p> <p>Feb 21</p>
Total budgeted cost				£ 5500

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Interventions</u> Pupils across the school needing further support will be identified by teachers and trained LSAs will deliver interventions.	Targeted pupils will receive weekly interventions in reading, writing and maths. <i>(£5000)</i>		Class teachers	July 21
<u>Extended school time</u> Year 6 pupils are on track to achieve well by the end of year 6 and will be secondary ready.	Identified Year 6 children are able to access a weekly afterschool intervention in maths led by a teacher. <i>(£500)</i>		MM/RL	Ongoing
<u>Counselling Sessions</u> Support given to pupils who are struggling with their emotional wellbeing.	School counsellor to work with identified pupils who need specialist support for anxiety and worry. <i>(£1000)</i>			
			Total budgeted cost	£6500

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 have access to appropriate stationery and paper-based home-learning if required so that all can access	Accelerated Reader will be available for pupils to quiz at home and easy access to change books through school. Teachers will be trained in Google Classroom to enable KS2 pupils' independence in their remote learning. <i>£1000</i> Home-learning paper packs including stationery are printed and ready to distribute for pupils in FS, Year1 and Year 2.		AR	Feb 21
			SM/LH	Feb 21

learning irrespective of ability of child/parent to navigate the online learning.	£200			
<p><u>Access to technology</u> During the catch-up period, children can access additional devices so that they can have more access to online interventions such as Times Table Rock Stars and read Theory activities.</p> <p>Google Classroom to be the vehicle that KS2 use to access learning whilst at home.</p>	<p><i>School to purchase 5 additional Chromebooks. They are to be used to further support online access to resources for the children accessing extended school time.</i></p> <p>£1500</p>		KC/RL	Feb 21
	<p>Computing lead teacher to have time to set up and support teachers with google classroom and other aspects of remote learning.</p> <p>£1000</p>		KC	Feb 21
Total budgeted cost				£3700
			Cost paid through Covid Catch-Up	£15,700