

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION

Total number of pupils YR-Y6:	199	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£15,920		

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 have been calculated on a per pupil basis, providing each mainstream primary school with a total of £80 for each pupil in from Reception through to Year 6. 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.

Identified impact of lockdown	
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. Notably the phonics online learning was well received by parents and pupils. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is more apparent. The bottom 20% of readers has been disproportionately affected
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPAG 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 re-learning writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Maths	Some 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. We have found that children generally have retained previous learning and are working hard to catch up that which they have missed.
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 such as beach school and sporting festivals.

Planned expenditure

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

Use of funds	EEF recommendation
<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. 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</p> <p>DfE's catch-up premium guidance EEF's COVID-19 support guide for schools</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"><input type="checkbox"/> Supporting great teaching<input type="checkbox"/> Pupil assessment and feedback<input type="checkbox"/> Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"><input type="checkbox"/> One to one and small group tuition<input type="checkbox"/> Intervention programmes<input type="checkbox"/> Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"><input type="checkbox"/> Supporting parent and carers<input type="checkbox"/> Access to technology<input type="checkbox"/> Summer support

Teaching and whole-school strategies

Desired Outcome	Chosen approach and anticipated cost	Impact, once reviewed	Staff lead	Review date
<u>Maxmising great teaching:</u> Lessons 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>Additional release time available to staff for teachers to research and plan. (£4,500)</p> <p>Additional resources ie manipulatives (£1,500)</p>		CD/RR/AF/AR	July 2021
<u>Teaching assessment and feedback</u> 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>Teacher assessments on return to school support a positive start to the year. Termly assessments will build a picture of attainment.</p> <p>Use of target tracker will facilitate a forensic analysis of remaining need. Additional training will extend the use of software to foundation subjects (£1,500)</p>		CD/RR/AF/AR	July 2021
Total budgeted cost:				£7,500

Targeted support				
Desired Outcome	Chosen approach and anticipated cost	Impact, once reviewed	Staff lead	When will you review this?
<p>1:1 and small group tuition</p> <p>Identified pupils in each subject will demonstrate accelerated progress linked to identified gaps and challenges. This will include more able children, particularly the disadvantaged</p>	<p>Teaching Assistants will deliver Lexia and turnabout interventions. Resources to be purchased.</p> <p>(£2,500)</p>		CD/RR/AF/AR	July 2021
<p>Intervention programme</p> <p>Appropriate numeracy interventions, such as White Rose catch up units, or Lexia will support those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p>An intervention is identified and purchased. Staff within Key stages are trained and they are able to deliver the intervention confidently</p> <p>(£3,500)</p>		CD/RR/AF/AR	July 2021
Total budgeted cost:				£5,500

Other approaches				
Desired Outcome	Chosen approach and anticipated cost	Impact, once reviewed	Staff lead	When will you review this?
<u>Access to technology</u> During the catch up period, children to access additional devices to support home learning.	Laptops, ipads, routers and simcards to be provided to all children facilitate access school-based learning and resources from home. (£3,500)		NA/SW/AF	July 2021
Total budgeted cost:				£16,000- includes a small element of school funding