

# Catch-Up Premium Plan

## Stickland's CE VA Primary School

Summary information					
School	Stickland's CE VA Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£7,120	Number of pupils	89

### 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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>

Identified impact of lockdown	
<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
<b>Writing</b>	<p>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 writing stamina and improving their motivation due to the lack of fluency in their ability to write. Spelling has also fallen behind</p>
<b>Reading</b>	<p>Reading was more accessible for families and required less teacher input during lockdown. 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 school's culture of having a love of reading did not directly translate for all pupils. The bottom 20% of readers have been disproportionately affected and have 'lost' knowledge and recall of phonics which leads to a lack of fluency in reading. Initial phonics checks demonstrated 11/15 of Y2 pupils would achieve the pass mark which was lower than we had predicted if there were no lockdown (14/15).</p>
<b>Non-core</b>	<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 and powerful curriculum moments.</p> <p>Physical and mental health and wellbeing may have been affected, and this staff will need to monitor this even if there are no obvious signs. Staff need to be alert for any signs of safeguarding issues that may have been 'hidden' during lockdown.</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>Manipulatives are accessed regularly and this supports children's learning particularly in maths and English.</p> <p>Due to following guidance within schools, children will have all regularly used resources near to them to use</p> <p>Staff and children have access to a space for PE if the weather means they are unable to use the playground (hall not being used due to the issue of sharing of space, and the need for Raven class to use it for their extra work space</p> <p>Year 5/6 children will have their Teacher and TA for an extra half day, as the usual arrangements for PE and MFL cover cannot be in place</p>	<p><b><i>Purchase additional manipulatives for EYFS initially.</i></b></p> <p style="text-align: right;"><b>(£350)</b></p> <p><b><i>Purchase individual packs of resources for children to use in class</i></b></p> <p style="text-align: right;"><b>(£400)</b></p> <p><b><i>Marquee to be hired (with flooring) to be used for a PE space and an 'outdoor' work space when classes need a break from their classrooms</i></b></p> <p style="text-align: right;"><b>(£3750)</b></p> <p><b><i>Class teacher to be paid and in school for an extra ½ day per week</i></b></p> <p style="text-align: right;"><b>(£2389.54)</b></p>		<p>MS AL KW</p> <p>KM RA</p> <p>MS</p>	<p>Feb 21</p> <p>Dec 20 Feb 21</p> <p>Feb 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Quick assessment of needs of Year 6 pupils as they will be in a class on their own for half a term, to enable class teacher and TA to directly target areas of need</p>	<p><b><i>Purchase CGP books for Year 6 to assess gaps in learning on return to school</i></b></p> <p style="text-align: right;"><b>(£60)</b></p>			
<p><u>Transition support</u></p> <p>Children are supported in their initial transition from Reception into Year 1, following half a term in the Reception class. New Reception children settle quickly and well into school life</p>	<p><b><i>Reception TA to work full time for the Autumn term</i></b></p> <p style="text-align: right;"><b>(£586.60)</b></p>		<p>KM KW</p>	<p>December 2020</p>
<b>Total budgeted cost</b>				<b>£ 7536.14</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group work</u>  Extra support from Reception TA and Year 5/6 class teacher will enable more targeted small group and 1-to-1 work to occur	<i>Extra TA and class teacher hours (see above)</i>		KW MS	Dec 20
<u>Intervention programmes</u>  To support the RWI phonics within school, the writing pack should build on the success and help to improve the written work across school	<i>Due to the success of the RWI phonics within school, the writing pack will enable the phonics to be applied to written work</i>  (£213.71)		RA AL	July 21
<u>Extended School Time</u>				
<b>Total budgeted cost</b>				<b>£213.71</b>

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 have access to appropriate stationery for recording online learning. Paper-based packs to be provided if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p><i>Home-learning paper packs are printed and ready to distribute for all children. Books are to be purchased and prepared for children in the event that online-learning is necessary.</i></p> <p><b>(£200)</b></p>		RA	Feb 21
<p><u>Access to technology</u></p> <p>Teachers have a computer screen in school, with a camera, to enable them to take part in Zoom calls with parents for Parents' evenings, whole school assemblies and events, and if necessary for online learning.</p> <p>Staff will have increased confidence in delivering online learning and the use of technology.</p>	<p><i>Purchase of 4 monitors for classes</i></p> <p><b>(£600)</b></p> <p><i>Remote Google training and support.</i></p> <p><b>(£750)</b></p> <p><i>1 member of staff to complete Google certified Level 1 educator course and train staff to ensure that the school Chromebooks are being used effectively and to understand how Google Tools can be used within the curriculum, in class and for virtual learning</i></p> <p><b>(£556.77)</b></p>		LC  LC CH	Feb 21  Feb 21
<p><u>Summer Support</u></p> <p>NA</p>				£2106.77
<b>Total budgeted cost</b>				<b>£9856.62</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£7,120</b>
			<b>Cost paid through school budget</b>	<b>£2736.62</b>