



COVID Catch-up Premium Report

SUMMARY INFORMATION

Total number of pupils (YR-Y6): 465

Total catch-up premium budget (academic year 2020-2021): £39,00

GUIDING PRINCIPLES

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.

Schools have the flexibility to spend their funding in the way they deem best for their cohort and circumstances. To support this decision making process, the EEF has published, an evidence based guide with recommended approaches. These fall under three categories:

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

IMPACT OF LOCKDOWN

Maths	<p>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 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>
Writing	<p>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. Creativity, use of rich language and imagination has been impacted on, largely due to the reduction in educational and creative stimulus.</p>
Reading	<p>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 impacted. Phonic acquisition has been massively impacted, with over 50% of children having fallen behind.</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 and powerful curriculum moments.</p>
Emotional	<p>The lack of normal transition time, sense of community and 'belonging' to the school has left some children struggling to make the transition to their next academic year. This was most notable amongst children entering R,1,2 and SEN (non EHCP) in Y3,4,5,6</p>

PLANNED EXPENDITURE

Action & Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Review date
<p><u>Supporting quality first teaching:</u></p> <ol style="list-style-type: none"> 1. All 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. Children acquire knowledge at a rapid rate (3 half terms per term) 2. Teachers have a very clear understanding of what gaps in learning remain and use this to inform future planning and learning opportunities. 3. Further reducing class sizes of particularly vulnerable year groups. 	<p>Additional time for teachers to research and plan subjects. Release time and additional cover will be required to facilitate the additional PPA. (£2000)</p> <p>Additional time for teachers to accurately assess and benchmark judgements. Release time and additional cover will be required to facilitate the additional PPA. (£2000)</p> <p>Additional teachers in Y6,5,2,1,R reduces class sizes to approx. 20 children (£127,000)</p>		<p>Feb 2021</p> <p>Feb 2021</p> <p>Feb 2021</p>

PLANNED EXPENDITURE

<p><u>Targeted Support</u></p> <p>4. All EY/KS1 children will have significantly increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in phonic attainment will be negated.</p>	<p>Half termly support from RWI consultant. Release time for Reading Leaders to support phonic teaching. (£7000)</p>	<p>Phonic assessment at end of T1A shows</p> <table border="1"> <thead> <tr> <th></th> <th>% On track Sept</th> <th>% On track Oct</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>YR</td> <td>0%</td> <td>62%</td> <td>+62%</td> </tr> <tr> <td>Y1</td> <td>35%</td> <td>62%</td> <td>+27%</td> </tr> <tr> <td>Y2</td> <td>29%</td> <td>54%</td> <td>+26%</td> </tr> <tr> <td>Y3</td> <td>37%</td> <td>52%</td> <td>+15%</td> </tr> <tr> <td>Y4</td> <td>90%</td> <td>90%</td> <td>=</td> </tr> </tbody> </table>		% On track Sept	% On track Oct	Progress	YR	0%	62%	+62%	Y1	35%	62%	+27%	Y2	29%	54%	+26%	Y3	37%	52%	+15%	Y4	90%	90%	=	<p>Nov 2020</p>
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<p>5. Maths, Writing, Reading catch up groups run for identified children in the afternoons. Children stay on track or close the gaps in their knowledge at a rapid rate</p>	<p>Additional staff (3) will run or provide release time for others to run these catch up sessions (no additional cost)</p>		<p>Feb 2021</p>																								
<p><u>Emotional support</u></p> <p>6. Learning for life activities address barriers to transition and promotes sense of belonging. Children reconnect with the school/peers</p>	<p>Purchase additional resources to support the LfL activities (£1500)</p>	<p>Children have settled into routines. They are confident to speak about experiences during lock down and referrals to external agencies for additional support have been made (where appropriate). Behavior across the school remains strong.</p>	<p>Nov 2020</p>																								
<p>Total spend to catchup priorities caused by COVID</p>	<p>£139,500</p>																										
<p>Cost paid through COVID Catch up premium</p>	<p>£39,000</p>																										
<p>Cost paid for through School Budget</p>	<p>£100,500</p>																										