

**Catch-Up Premium Plan**

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| **Summary information** | | | | | |
| **School** | Anson CE Primary | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £8480 | **Number of pupils** | 106 |

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| **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 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. | |
| **Priorities** | |
| Our priority is to welcome back all of our children safely, ensuring that children are happy to be back in school.  **Key priorities**   * Nurture- building relationships, establishing routines and structures * Catch up program for English and maths- addressing lost learning * Ensure that all pupils have access to a full, rich and varied curriculum | |
| **Use of Funds** | **EEF Recommendations** |
| Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, and to build upon [curriculum expectations for the next academic year](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).  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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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 * Summer support |

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| **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 they are quite simply, ‘behind’.  Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.  Children have accessed home learning at different levels and to differing degrees of success. Vulnerable groups have not accessed learning to the same level as others causing the gap to widen. |
| **Writing** | Children have lost essential practising of writing skills. Assessments show that grammar, punctuation and spelling have particularly 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. Handwriting and stamina have also been identified as key factors to include in our catch up programme. |
| **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, 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. |
| **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. This is particularly the case in History and RE. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. Social and emotional support has been identified as a key priority due to the lack of interaction with peers over lockdown. Anxiousness about returning to school is a key priority also. |

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| **Planned expenditure -** The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools) | | | | |
| 1. **Teaching and whole-school strategies** | | | | |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting great teaching:   * Establish (re-establish) expectations and revisit basics * Maths taught as discrete year groups using the White Rose programme (use of HT and Teaching assistants) * Use of White Rose Maths booklets, which align with the online learning. This will mean that if pupils have to self-isolate or if a bubble is sent home, learning for maths will be seamless * Weekly Multiplication Olympics including 1:1 intervention for all children as additional lessons * Use of warm ups to address and keep revisiting objectives and key learning from previous year- flash forward 4 in maths for example and create own for English and other areas of the curriculum. * Parents focus on reading (5 times), spellings (Spelling Shed) and times tables ) * CGP homework for Year 6 from week 1 * After school booster sessions for targeted Year 6 pupils 6 hours weekly * 1:1 and small group catch up programme across school for children with identified needs * Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths. These have been updated in line with our maths schemes of work. | Additional Teacher staffing for Autumn 1 and 2 to facilitate catch up programme  4 hours x 15 weeks x HLTA(£850.20)  4 hours x 15 weeks x 3 TAs(£1697.40)  Purchase additional manipulatives for White Rose maths  (£500)  CGP Books for English and Maths (Years 2 and 6)  (£315) |  | NJ | Feb 21  Feb 21 |
| Teaching assessment and feedback  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.   * KS2 PM benchmarks- to baseline reading book band (home readers) and highlight gaps in comprehension * KS1 Phonics- to highlight phases and specific sounds in which to focus * Spelling assessment of previous phases’ keywords- target cards for pupils * Big Maths and Times tables - baseline and teach gaps * W/C 12/10/2020- use of NFER assessments from Summer Term e.g. Y5 to complete NFER Summer Y4 etc. Y2 and Y1 to complete another phonics assessment but then use teacher assessment for writing and maths. (If the class teacher is unsure then they could use PM benchmarks for reading). * Identify pupils, groups and focus for targeted intervention. The aim of the intervention is to address gaps. * End of unit White Rose maths assessments * Ongoing formative and summative assessment each half term. | Purchase and completion of NFER End of Year Assessments  (£300 from Budget £150 from Catch up fund)  Purchase of White Rose maths workbooks to ensure high quality maths delivery and a consistent approach through home learning.  (£900) for the whole school year from Catch up fund) |  | NJ | July 21 |
| **Total budgeted cost** | | | | **£ 4412.60** |

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| 1. Targeted approaches | | | | |
| Desired outcome | Chosen action/approach | Impact (once reviewed) | Staff lead | Review date? |
| 1-to-1 and small group tuition/intervention programme  Identified children will have significantly increased rates of reading fluency and prosody. 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 reading attainment will be negated. | *White Rose maths, Reach Science and Guided Reading CPD to upskill staff.*  *(£200)*  *Additional release time and training to support the delivery of the ELSA emotional literacy programme.*  *(£225)*  *Additional PPE purchased to enable staff to provide safe intervention.*  *(£250)*  *Nurture school sessions increased across school meaning cover/release time needed.*  *(£320)* | £300 | NJ | Feb 21  Feb 21 |
| Total budgeted cost | | | | £995 |

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| 1. Wider Strategies | | | | |
| Desired outcome | Chosen action/approach | Impact (once reviewed) | Staff lead | Review date? |
| Supporting parents and carers  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 learning irrespective of ability of child/parent to navigate the online learning. | In the event of lockdown home-learning paper packs are printed and ready to distribute for all children.  *£450 from budget* |  | NJ | Feb 21  Feb 21 |
| Access to technology  Staff to complete online training for Google Classroom to allow high quality online teaching.  Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children. | *£400 from budget*  *Purchase 20 Chromebooks, Chromebooks can now be used by the children to support the curriculum. They can also be leant to parents to support home-learning if needed.*  *£6000*  *(£3000 paid from budget £3000 from Catch up programme)* |  | JNJ | Feb 21  Feb 21 |
| Total budgeted cost | | | | £6450  (Based on £80 per child) |
|  | | Cost paid through Covid Catch-Up | | £8407.60 |
|  | | Cost paid through charitable donations | | n/a |
|  | | Cost paid through school budget | | £3850 |
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