



## ARNSIDE NATIONAL PRIMARY SCHOOL

Summary information					
<b>School</b>	Arnside National Primary School				
<b>Academic Year</b>	2020 - 2021	<b>Total Catch-Up Premium</b>	£9040	<b>Number of pupils</b>	113

Guidance	
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of Covid-19. Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education is substantial, and the scale of our response must match the scale of the challenge.</p> <p>School's allocations will be calculated on a per pupil basis, providing each school with a total of £80 for each pupil in Reception through to Year 6. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by Covid-19, the grant will only be available for the 2020 – 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>	
Use of funds	EEF Recommendations
<p>School should use this funding for specific activities to support their pupils to catch up lost teaching over the previous months, in line with guidance on curriculum expectations for the next academic year.</p> <p>Schools should have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools make the best use of this funding, the Education Endowment Foundation (EEF) has published a Covid-10 support guide for schools with evidence-based approaches to catch for all students. School 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>1:1 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 parents and carers</li> <li>Access to technology</li> <li>Summer support</li> </ul>

Identified impact of lockdown	
<b>Maths</b>	Specific content has been missed, leading to gaps in learning. Children still have an appetite for maths but lockdown has affected their attitude in terms of resilience; they are not just simple 'behind'. Recall of basic skills has suffered. Children are not able to recall number facts, times tables and have forgotten some calculation strategies. This is reflected in arithmetic assessments.
<b>Writing</b>	Children have lost essential practising of writing skills. Grammar and punctuation specific knowledge have suffered, leading to a lack of fluency in writing. Those who have maintained writing through lockdown are less affected. However, those who evidently didn't write much have had to work on writing stamina and motivation due to the lack of fluency in their ability to write. As much of the writing was done online, the children's handwriting is less fluent and there was an overreliance on spell-checkers.
<b>Reading</b>	Children accessed reading during lockdown more than any other subject. This is something that was more accessible to families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read more widely and those children who didn't, is now increasingly wide. Children have also lost comprehension skills and the ability to discuss a text. As children have more digital access, they are less likely to choose to read.
<b>Non-core</b>	There are now significant gaps in knowledge as whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new. Children are also less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on vital curriculum experiences e.g. trips, visitors and use of the local area. Children are less socially resilient and lack confidence in social situations.

Planned expenditure					
i. Teaching and whole-school strategies					
Desired outcome	Chosen approach and anticipated cost	Cost	Impact (once reviewed)	Staff lead	Review date
<u>Metacognition and self-regulation</u> Pupils think about their learning more explicitly. Pupils develop a range of strategies to plan, monitor and evaluate their learning.	Class teachers to implement a more explicit pedagogy structure to lessons. Pupils to access more regular daily tests / quizzes to reinforce learning. Class teachers to raise the profile of growth mind set learning through PSHE. Pupils monitor progress and attainment more regularly.	£290		JP	Jan '21
<u>Outdoor adventure learning</u> All pupils to access outdoor learning activities on a termly basis. Pupils feel motivated, inspired and develop resilience and self-confidence.	All classes to plan additional outdoor learning experiences. Possible switch of residential experience timetable to earlier in the academic year. Utilise the local area to deliver activities.	£1200 (£200 per class)		NS	Jan' 21
<b>Total budgeted cost £</b>					

<b>ii. Targeted approaches</b>					
<b>Desired outcome</b>	<b>Chosen approach and anticipated cost</b>	<b>Cost</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date</b>
<u>Reading comprehension strategies</u> Identified children will have increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at pace without pending their working memory decoding.	Reading intervention to support those identified as not having read during the lockdown period. Whole class novel reading sessions. Use EdShed reading VIPERS school wide.	£1200		JP + TAs	Feb '21
<u>Small group tuition</u> Identified children will revise, reinforce and secure specific basic skills in maths, phonics and GPS.	Identified groups will have additional TA support will provide basic skills work in maths, phonics and GPS.	£1500		KM	Feb '21
<u>Behaviour interventions</u> Reduce challenging behaviour of specific students.	Identified pupils will have additional TA support to access wrap-around care i.e. Breakfast Club. Develop more specific behaviour plans and intervention strategies. Utilise outside agencies i.e. Behaviour team, to assess and plan provision.	£900		NS / KM	Dec '20
<u>Sports participation</u> Identified children increase education engagement and attainment. Improve health and well-being.	Identified pupils have access to personal sports coaching combined with study skills e.g. maths	£250		Steve H	Jan '21
<b>Total budgeted cost £</b>					

iii. Wider strategies					
Desired outcome	Chosen approach and anticipated cost	Cost	Impact (once reviewed)	Staff lead	Review date
<u>Digital technology</u> Class teachers use interactive whiteboards more effectively. More effective remote learning provision for homework, lockdown and periods of pupil isolation.	Develop the use of Teams in Key Stage 2 Use class dojo more effectively in KS1. Implement the online WhiteRose maths framework to support maths teaching. Use online platforms for homework provision. Purchase necessary equipment to improve digital technology in classrooms.	£3600			Dec '20
<u>Social and emotional learning</u> Improve pupil's interaction with others and self-management of emotions.	School level approach to implement additional PSHE provision. New PSHE scheme to reinforce positive mental health and well-being. Increase access to well-being support worker.	£100			Mar '21
<b>Total budgeted cost £</b>					
<b>Total Cost paid through Covid Catch-Up £</b>					