



# Baines' Endowed

Church of England Primary Academy  
A member of **CIDARI**

## Catch-Up Premium Plan 2020-2021

Summary Information					
School	Baines' Endowed Church of England Primary Academy				
Academic Year	2020-21	Total Catch-Up Premium	£38,480	Funding based on number of pupils:	481

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>	Although the teaching of Maths was still a priority each day during Lockdown, not all children accessed all lessons, or completed all online learning tasks. This has resulted in some children falling behind their peers, whilst most children will have not made the progress they would have made had they been in school, due to less teacher - modeling of concepts and explanation of key coaching points. Recall of arithmetic facts has regressed and needs accelerated learning support, to get children back to ARE.
<b>Writing</b>	Children have lost essential practice in writing. Children who do not enjoy writing and who would not voluntarily write at home, will be further behind their counterparts that do. All children will have 'slipped' further back in their writing ability, due to participating in less writing-specific activities than they would usually take part in at school; this includes SPAG activities.
<b>Reading</b>	Children are less fluent in their reading due to some children having not read, been heard to read or be read to. The attainment gap between children that read widely and those children who don't has grown.
<b>Non-core</b>	Since whole units of work have not been taught, children have lost the opportunity to develop sticky knowledge in the Foundation Subjects. This means 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. This will be apparent for some time to come and will affect more than one year of a child's education.
<b>Well-Being</b>	Long periods of time at home, being unable to socialise with friends and family, the anxieties brought about by the virus and potential deaths within family circles may have had a negative effect on children's mental health and wellbeing. Parental anxiety and the concerns parents/carers may have about the gaps in their child's learning, along with concerns over their child mixing with others at school, whilst Covid continues, will all have contributed to individual well-being during the pandemic and may have a detrimental effect on adults and children, staff included.

**Planned expenditure****i. Teaching and learning: whole-school strategies**

<b>Intent</b>	<b>Implementation</b>	<b>Predicted Impact</b>	<b>Cost</b>
Introduce Renaissance Maths as a teaching tool	Introduce to KS2 pupils in school to improve their mathematical fluency and reasoning skills.	The online testing programme gives an instant working age the pupils are working at. This in conjunction with the analysis will identify then teacher can focus on gaps within the pupils learning, setting an online learning intervention.	£6349
Now Press Play	Introduce to the whole school and nursery to improve oracy and increase vocabulary in all pupils. This strategy is informed by EEF research on oracy and the successful impact of a higher vocabulary for primary school pupils.	The pupils' self-esteem will improve and they will have more confidence when speaking in class and when performing for different audiences and for a variety of purposes. They will also be more articulate and be able to use a wide range of vocabulary when speaking in a range of situations. The Pupils' enjoyment of oracy activities will improve.	£2968
Jane Considine - CPD on Writing Techniques	English Lead to attend CPD training and then cascade via INSET and training workshops to teachers and teaching assistants, to ensure a new and standardized approach to the teaching of writing across the whole school.	There will be a significant upward trend in the standards of writing across school. Both in closing the gaps created by missed learning during covid and developing pupils' writing techniques.	£125
Purchase CGP Study Guides	Introduction to junior pupils to improve the quality of English homework.	This strategy will create a systematic and consistent approach to English homework. It will also develop the parents/carers English knowledge when they are supporting pupils at home.	£4480
		<b>Total Budgeted Cost</b>	<b>£13922</b>

<b>Planned expenditure</b>			
<b>ii. Targeted approaches: intervention and group work</b>			
<b>Intent</b>	<b>Implementation</b>	<b>Predicted Impact</b>	<b>Cost</b>
Additional teacher recruited on a temporary contract, to work with intervention groups to bridge the gaps in basic skills created by the pandemic.	The Teacher will work with small groups of pupils, up to 6 at a time, from Y4-6 on their Maths and English skills.	The identified pupils will make appropriate accelerated progress and close the gap on their peers to be working at their age related expectation.	£18493
		<b>Total Budgeted Cost</b>	<b>£18493</b>

<b>Planned expenditure</b>			
<b>iii. Wider strategies: extended school/support for parents/IT support</b>			
<b>Intent</b>	<b>Implementation</b>	<b>Predicted Impact</b>	<b>Cost</b>
DFE allocation of devices used in school to allow seamless blended offer to our pupils.	Every class in school has ten devices in the classroom to support the curriculum. In the event of another lockdown, these devices can be loaned out to pupils to allow access to our virtual home learning platform 'Google Classroom.'	Pupils who are I.T disadvantaged will make expected progress within their year group.	£0
Give resources to pupils who had low access to resources - pencils and books.	Parents/carers have been given pencils, exercise books and any other resources they require within reason to complete home learning activities.	Pupils from disadvantaged backgrounds will make expected progress within their year group.	£1360
Give headphones to each pupil, to allow them to access the CD player in the classroom and to use it with a device. <i>Individual earphones are necessary</i>	Pupils in classrooms can access online learning without being distracted by other noises within the classroom environment.	Pupils working within the classroom will make expected progress within their year group.	£1987

<i>due to Covid, as children are unable to share sets of headphones at this time.</i>			
Clothing will be purchased for pupils to access the PE Curriculum.	Underwear and PE pumps will be purchased for children who do not have them.	Children will make expected progress within PE lessons.	£32

		<b>Total Budgeted Cost</b>	<b>£3379</b>
--	--	----------------------------	--------------

<b>Total Planned Budgeted Cost for i, ii and iii</b>			<b>£35794</b>
<b>Planned Carry Forward</b>			<b>£2686</b>

<b>Review of 2020-2021 Covid Catch-Up Premium</b>		
<b>i. Teaching and whole-school strategies</b>		
<b>Implemented Strategy</b>	<b>Actual Impact</b>	<b>Actual Cost</b>
Introduce Renaissance Math as a teaching tool	This tool has given teachers a summative working age for their pupils in Maths. It provided Teachers with a diagnostic of gaps in the pupils' learning and provided suitable learning objectives for future learning. This allowed teachers to target the pupils who were working below Age Related Expectation. The amount of pupils working at age related expectation across Key Stage One and Two has increased by 19.3%.	£6349
Now Press Play	This tool has provided pupils with virtual experiences that have increased their exposure to different life experiences that they've missed out on due to Covid 19. The new vocabulary learned has significantly enhanced the quality of the pupils' writing.	£2968

Jane Considine - CPD on Writing Techniques	The percentage of pupils across Key Stage One and Two working at age-related expectation in writing has increased by 19% as a direct result of the Impact of this writing teaching style .	£125
Purchase CGP Study Guides	The Impact has been a consistent approach to homework in English throughout school. The guides have also provided subject knowledge for parents/carers to support their children when completing the homework. From Year 3 to Year 6 there was a 15% increase in pupils completing their homework on time as a result of this quality resource.	£1323
	<b>TOTAL ACTUAL COST</b>	<b>£10765</b>

#### ii. Targeted approaches: intervention and group work

Implemented Strategy	Actual Impact	Actual Cost
Additional teacher recruited on a temporary contract, to work with intervention groups to bridge the gaps in basic skills created by the pandemic.	<u>Maths</u> 70% of Y6 pupils identified achieved expected standard in Maths 33% of Y5 pupils identified achieved expected standard in Maths 90% of Y4 pupils identified achieved expected standard in Maths 80% of Y4 pupils identified achieved expected standard in Maths <u>Reading</u> 75% of Y5 pupils identified achieved expected standard in Reading <u>Writing</u> 50% of Y5 pupils identified achieved expected standard in Writing 70% of Y4 pupils identified achieved expected standard in Writing 70% of Y3 pupils identified achieved expected standard in Writing	£18493
	<b>TOTAL ACTUAL COST</b>	<b>£18493</b>

#### iii. Wider strategies: extended school/support for parents/IT support

Implemented Strategy	Actual Impact	Actual
----------------------	---------------	--------

		<b>Cost</b>
DFE allocation of devices used in school to allow seamless blended offer to our pupils.	During lockdown eighty-six devices were loaned out to pupils working at home who were IT disadvantaged allowing them access to online learning.	£0
Give resources for pupils who had low access to resources - pencils and books.	During lockdown, the school provided one hundred and sixty eight pupils with pencils, rulers, exercise books and rubbers to allow them to complete the lessons set on google classroom.	£1360
Give headphones to each pupil, to allow them to access the CD player in the classroom and to use it with a device. <i>Individual earphones are necessary due to Covid, as children are unable to share sets of headphones at this time.</i>	Pupils have had access to earphones to allow them to concentrate better while working on devices in the classroom.	£1987
Clothing will be purchased for pupils to access the PE Curriculum.	Eight pupils had PE pumps purchased for them so they could access PE lessons.	£32
	<b>TOTAL ACTUAL COST</b>	<b>£3379</b>

<b>Actual Total Covid Catch-Up Premium Spend for 2020-2021</b>	<b>£32,637</b>
<b>Actual Underspend/Carry Forward to 2021-2022</b>	<b>£5843</b>