

## Catch-Up Premium Plan

Summary information					
School	Bishop Aldhelm's CE Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£48,400	Number of pupils	613

  

Guidance	
<p>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 have been 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.</p> <p>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.</p> <p>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.</p>	

  

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</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>

catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

### Identified impact of lockdown at Bishop Aldhelm's

<b>Maths</b>	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. This is reflected in arithmetic assessments.
<b>Writing</b>	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practise of writing skills. Grammar, punctuation and spelling 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.
<b>Reading</b>	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. The bottom 20% of readers have been disproportionately impacted.
<b>Non-core</b>	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.
<b>Isolation impact</b>	Those who do not have access to a car have been disadvantaged further through having to wait for postal covid tests instead of the drive through centres. A number of families have had to wait a week or more for these tests to be delivered and for the results to be received therefore the children have missed out on more education time in school.

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

Targeted group	Approach/strategy	Reason for selection	Cost	Impact measure and schedule of review	Impact and evaluation
<b>Teaching and whole school strategies</b>					
Children learning at home	EYFS+ KS1- Online Bug Club- reading library	Access to books when libraries are closed and children cannot attend school is limited.		Number of children engaging in reading increases.	
KS2 Reading	KS2- MyOn reading library				
Year 1 Environment	To enhance the outdoor learning provision to reflect EYFS learning opportunities.	To provide a continuous provision and enabling environment building on the children's early years' experience due to missing out on key learning in their foundation year.		80% of children to be accessing the year 1 curriculum by October 2020.	
Those who are learning at home	CGP books for reading and maths	To provide children with age appropriate that does not require technology. To provide children with instant age appropriate work should then need to self-isolate.		Parents report, through feedback and questionnaires, that children can access learning and that these books are used at home.	
		Total cost for whole school approaches	£7802		
<b>Targeted Approaches</b>					
KS1 pupils who are not on track with their phonics	Additional phonics teacher in the mornings	<p>Phonics</p> <p><small>Moderate impact for very low cost, based on very extensive evidence.</small></p> <p>To provide support to those who are not on track through small group, targeted support.</p>		<p>At least 80% of Y2 children to pass their phonics test in December. This would be in line with how the children were performing in Spring 2021.</p> <p>At least 80% of Year 1 children to pass their phonics</p>	December 2020: 88.5% of Year 2 passed their phonics test.

				check in June 2021.	
	Bug Club Phonics Pack of Decodable Books	<p>Phonics</p> <p>Moderate impact for very low cost, based on very extensive evidence.</p> <p>As more children are on the earlier stages of phonics, more books at this level are needed.</p>		<p>At least 90% of Year 2 children to pass their phonic check by the summer 2021.</p> <p>For 80% of Year 1 children to be at the expected stage for passing their phonics check in June 2021.</p>	
Year 1 pupils below ARE in Maths	Additional maths teacher in the mornings	<p>Small group tuition</p> <p>Moderate impact for moderate cost, based on limited evidence.</p> <p>To provide support to those who are not on track through small group, targeted support.</p>		<p>Sep 2020: Baseline 25% Y1 at ARE for maths.</p> <p>Dec target: For 32% Y1 to be ARE for maths.</p> <p>April 2021 target: For 50% Y1 to be ARE for maths.</p> <p>July 2021 target: For 70% Y1 to be ARE for maths.</p>	Dec 2020: 44% Y1 at ARE for maths.
	Additional maths manipulatives	In order to provide children with these resources, whilst still adhering to risk assessments regarding the sharing of equipment, we need purchase additional manipulatives.		By January 2021: For all children to have access, in their table groups, to a set of maths resources.	
KS1 Interventions	Fold away tables.	Due to restrictions in mixing bubbles, along with the need for targeted intervention, additional foldaway tables have been purchased for children to work at		By November 2020: For the tables to be used for interventions	

		whilst maintaining distances from those not in their bubble.		whilst still maintaining social distancing.	
Year 6 small group tuition for those working below ARE in English and Maths	Additional teacher in the mornings.	<p>Small group tuition Moderate impact for moderate cost, based on limited evidence.</p> <p>Reducing class size Moderate impact for high cost, based on moderate evidence.</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p>		<p>October baseline: Combined: 31% Reading: 55% Writing: 46% Maths: 42%</p> <p>December target: Combined: 40% Reading: 67% Writing: 57% Maths: 51%</p> <p>April target: Reading: 70% Writing: 60% Maths: 60%</p> <p>July target: Reading: 80% Writing: 80% Maths: 80%</p>	December 2020: Combined: 37% Reading: 68% Writing: 45% Maths: 52%
Year 6 children not on track to make their Key Stage progress	Pupil conferencing	<p>Feedback High impact for very low cost, based on moderate evidence.</p> <p>To allow teachers to work 1:1 with children to go through their work and give them feedback and direct teaching points.</p>		For those children involved to make above expected in writing and maths.	
Year 5 children who are not on track to meet their Key Stage Progress in maths	1:1 tuition through the NTP	<p>One to one tuition Moderate impact for high cost, based on extensive evidence.</p> <p>To provide additional teaching, outside of the school day, to children in maths. 3<sup>rd</sup> Space offer a tailored approach to teaching based on the child's ability.</p>		For those involved to make above expected progress in maths.	
Pupils who are not on track to meet their key stage progress in	Pupil conferencing	<p>Feedback High impact for very low cost, based on moderate evidence.</p> <p>The value of teacher feedback in this setting can prove invaluable in helping children to summarise and judge their own shortcomings. It may allow</p>		For those children involved to make above expected in writing and maths.	

writing or maths.		them the space to self-develop and determine, by themselves, the trajectory of their learning.			
Children who are not engaging in weekly home learning	Homework club	<p>Extending school time <small>Low impact for moderate cost, based on moderate evidence.</small></p> <p>Homework (Primary) <small>Low impact for very low cost, based on limited evidence.</small></p> <p>KS1, LKS2 and UKS2 phases will identify 10 children within the phase that require additional intervention and who do not normally complete home learning. These children will be offered a session at the after school provision, once a week, to receive support with their home learning.</p> <p>Members of the child's teaching team will be available to support with the learning.</p>		<p>For those involved to complete their home learning weekly.</p> <p>For those involved to make at least expected progress in reading, writing and maths.</p>	
		Cost of strategies	£64,190		
Wider Strategies					
Children who are not able to access technology at home	Laptops	<p>Digital technology <small>Moderate impact for moderate cost, based on extensive evidence.</small></p> <p>To provide children who do not have access to technology, to devices as quickly as possible after they have to learn from home.</p>		<p>Laptops ready to distribute in January 2021 to those who require them.</p> <p>March 2021: Evidence of engagement in live sessions and submitting work for all children who have a laptop.</p>	<p>20.1.2021 All FSM children contacted and provided with laptops where needed.</p> <p>22.1.2021 Other families provided with technology where required.</p>
All classes	Webcams	<p>Digital technology <small>Moderate impact for moderate cost, based on extensive evidence.</small></p> <p>All classes to have a webcam so that they engage with children learning from home through registrations and drop ins and to watch live worships.</p>		All to be used by January 2021	<p>26.1.2021 All classes are now using webcams. This has allowed all classes to hold twice daily registrations and drop ins with children in school and at home able to interact with each other.</p>

All children	Review of the curriculum	Teacherse to review missed learning and teach blocks of focused topics so that children still learn the key knowledge and skills across the curriculum.		By Oct 2020: All previous missed learning to be covered through focused topics.	November 2020: All year groups now onto teaching their current year's curriculum for foundation subjects.
		Total costs for wider strategies	£5630		

Cost paid through Covid Catch-Up	£48,400
Cost paid through charitable donations	£0
Cost paid through school budget	£29,222