



# Catch-Up Premium Plan

## Burton Agnes CE Primary School

### Summary information

|                      |                                |                               |       |                         |    |
|----------------------|--------------------------------|-------------------------------|-------|-------------------------|----|
| <b>School</b>        | Burton Agnes CE Primary School |                               |       |                         |    |
| <b>Academic Year</b> | 2020-21                        | <b>Total Catch-Up Premium</b> | £6500 | <b>Number of pupils</b> | 83 |

### Guidance

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

#### Eligibility

The £650 million of universal catch-up premium funding will be available for all state-funded mainstream and special schools, and alternative provision. It will cover:

- primary, middle, secondary and all through local authority-maintained schools, academies and free schools

#### Funding allocation

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.

#### Payments

This funding will be provided in 3 tranches. We have now received our first payments. We will then gain a second grant payment in early 2021, based on updated pupil and place data. The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds. A further £33.33 per pupil or £100 per place will be paid during the summer term 2021.

Though funding has been calculated on a per pupil or per place basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

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.

| 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 |   |
|-------------------------------|---|
| <p><b>Maths</b></p>           | <p>Many children accessed the White Rose Maths during lockdown which helped keep coverage of topics in place. Parents felt supported by the teacher led approach and the follow up tasks however instant recall of time tables and numbers bonds are not in place with some children as they would have been in they had been in school. Some children who needed boosting in terms of confidence with maths have ‘fallen back’ and lack independence to answer questions.</p>  |
| <p><b>Writing</b></p>         | <p>We have seen across the school that this is probably the area that has ‘dipped’ the most. Some parents feel less confident to support writing and children who would have had the opportunity to extend skills and work at a greater depth have not, 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. Grammar use and confidence levels ‘dipped’ also. The spelling of many common exception words that were previously known have been forgotten are now having to be taught again.</p> |
| <p><b>Reading</b></p>         | <p>Children accessed reading during lockdown via tasks set via home learning. This is something that was more accessible for families and required less teacher input. Reading for pleasure for some children stopped which may be due to access to texts for some. Children are less fluent in their reading and the gap between those children that read widely and those children who don’t is now wider than it was pre-lockdown with bottom 20% of readers remaining as the bottom 20%.</p>  |

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| <b>Early years</b> | Some social and independence skills are under-developed. For some children in the current reception cohort, speaking and listening skills have declined. The vast majority of the reception children returned to school in June and staff worked hard to ensure they 'caught up' particularly with phonics, reading and writing so that they transferred to Year 1 in line with national expectations.   |
| <b>Non-core</b>    | There are now significant gaps in knowledge – whole units of work have not been taught as they would have been had children been in school. This means children are less able to access pre-requisite knowledge when learning something new and this will impact on their ability 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. Brain dumps of topics taught showed a varied picture of knowledge recall. |

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

**i. Teaching and whole-school strategies**

| Barrier   | Action and cost  | Intended Outcome   | Impact                                  |
|---|--|--|---|
| <p>Children have not engaged in learning activities linked to foundation subjects as they would have if they had been in school or as a result of remote learning scope at that time. The long term curriculum plan that was developed with opportunities to link learning and build on prior knowledge may not run as desired. This has resulted in missed learning for some children.</p> | <ul style="list-style-type: none"> <li>• <b><i>Additional time for teachers to research and plan non-core subjects.</i></b></li> <li>• <b><i>Development meeting time put aside to help plan this.</i></b></li> </ul>  | <ul style="list-style-type: none"> <li>• Planning reflects gaps in learning and where gaps in knowledge/missed coverage exists to make links to teachers will devote time to providing prior knowledge.</li> <li>• Gaps in children's knowledge is reduced.</li> </ul> |   |
| <p>Children have not been in formal teaching setting since March 2020 and those that were in school were in much smaller groups than usual. This may impact on children's emotional well-being.</p>   | <ul style="list-style-type: none"> <li>• <b><i>Staff to be aware of different children's needs.</i></b></li> <li>• <b><i>Write to parents and ask to let us know if any children need support with the return to school.</i></b></li> <li>• <b><i>Teams videos and phone calls to be offered to support.</i></b></li> <li>• <b><i>Video of how school looks now to help pupils with return.</i></b></li> <li>• <b><i>Staff to be mindful of different experiences of children. Plan for first week back in September to focus on well-being and then adjust if further support needed.</i></b></li> <li>• <b><i>ELSAs to be given extra time to support pupils if the need arises. (£500)</i></b></li> </ul> | <ul style="list-style-type: none"> <li>• Settled children adapting to a change in routine and embracing the school timetable and presenting no emotional barriers to learning.</li> </ul>  |   |
| <p>It is difficult to know how much support was given to pupils with their remote learning and therefore ability to work and be independent may have reduced.</p>   | <ul style="list-style-type: none"> <li>• <b><i>Small group/1:1 Pre learning for children who have lost all confidence in certain subjects</i></b></li> <li>• <b><i>Discussion about can do attitudes</i></b></li> <li>• <b><i>PSHE theme for Autumn links to self-confidence – exploit opportunities for learning.</i></b></li> </ul>  | <p>Children have a can- do attitude, resilience and confidence increased and ability to complete tasks independently has improved.</p>   |   |
|   |  |  | <p><b>Total budgeted cost £ 500</b></p> |

| ii. Targeted approaches  |   |  |        |
|--|---|--|--------|
| Barrier  | Action and cost   | Intended Outcome   | Impact |
| <p>Early observations and assessment show that writing across the school has dipped as a result of lockdown learning. Parents feel less confident to support writing at home and children who would have been encouraged to extend skills and work at a greater depth have not, 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. Grammar use and confidence levels dipped also</p> | <ul style="list-style-type: none"> <li><b>Staff to take part in training for the 'write stuff' which provides children with opportunities to develop writing through a scaffolded approach that links the development of rich vocab ( part of our curriculum intention) and the development of GPS skills also.</b></li> <li><b>This approach also links to how we deliver our reading through book talk.</b></li> <li><b>Write stuff to be purchased to support this.</b></li> <li><b>Class sets of thesaurus purchased for KS2</b></li> <li><b>Explore how we can support parents with writing at home</b></li> </ul> <p><b>(£2500)</b></p> | <p>Children's writing stamina has increased. Outcomes in writing for all children are in line with national expectations or better unless there is a learning reason and then progress should be good. Children's use of sophisticated vocabulary choices improves. Children able to produce high quality writing if learning from home.</p>   |        |
| <p>Formative assessment identified individual learners who require additional support to boost, reading, maths, language and phonic skills. Gaps are evident and need narrowing.</p>   | <ul style="list-style-type: none"> <li><b>TAs to provide additional support to identified learners via 1:1 or small group activities focusing on children specific gaps.</b></li> <li><b>As much support to be provided during the Autumn term so that children are not forever playing catch up as the year progresses.</b></li> </ul>   | <p>Identified 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 reading attainment will be negated.</p> <p>Appropriate numeracy interventions, supports those identified children in reinforcing their understanding of basic maths skills and application</p> |        |

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|                            | <ul style="list-style-type: none"> <li><b>Training and delivery of DFE Nuffield Early Language Intervention</b></li> </ul> <p><b>£3000</b></p> | <p>of number.</p> <p>Children's outcomes will have improved as a result of appropriate language and phonic support in EYFS</p> |              |
| <b>Total budgeted cost</b> |  |  | <b>£5500</b> |

| <b>iii. Wider Strategies</b>   |  |   |               |
|--|--|---|---------------|
| <b>Barrier</b>   | <b>Action and cost</b>   | <b>Desired outcome</b>  | <b>Impact</b> |
| Home learning during Lockdown was a mixture of both paper and online learning. The school is aware of the need to continue this in the future but sees the need to develop the online element of this remote leaning offer to provide opportunities for face to face sessions, recorded video learning and feedback from teachers to encourage and promote further learning. | <p><b>Purchase of CPG learning resources for first day absence</b>      <b>£500</b></p> <p><b>Audit parents for the best form of home learning</b></p> <p><b>Explore platforms available to us and choose an option that best meets our needs.</b></p> <p><b>Staff meeting time to review platforms and train accordingly</b></p> <p><b>Ensure all children, parents and staff are confident with using the chosen platform</b></p> <p><b>HT to engage in teams meeting about effective remote learning ( LA and DFE )</b></p> | <p>Children will have greater opportunities to access learning at home.</p> <p>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.</p> <p>All children engage in remote learning as there is more accountability.</p> <p>Staff, children and parents confident users of learning platform.</p> |               |
| Children have missed out on valuable learning time and   | <b>Lunch times have been reduced by ten</b>  | Gaps will be reduced in all areas of learning and   |               |

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| time is limited to cover this year's learning and catch up | <p><i>minutes and play times by 5 which creates an additional hours learning time per week.</i></p> <p><i>The older children in school have a longer morning to devote to maths and literacy development and catch up.</i></p> | end of year outcomes will reflect this. |  |
|  |  |   | <b>Total budgeted cost</b> £ 6 500             |
|  |  |   | <b>Cost paid through Covid Catch-Up</b> £6 500 |
|  |  |   | <b>Cost paid through school budget</b> £000    |