

### **Coronavirus (Covid-19) Catch – up premium funding**

The government is providing schools with £650 million of universal catch-up premium funding for the 2020-2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the Coronavirus pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months. The Education Endowment Foundations has released its 'Schools Planning Guide 2020-21

<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/> which schools can refer to.

This is available for all state-funded mainstream schools at rates of £80 per pupil

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 curriculum expectations for the next academic year</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</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>➤ Effective deployment of Teaching Assistants</li></ul> <p>wider strategies</p> <ul style="list-style-type: none"><li>➤ Supporting parents and carers</li><li>➤ Social and emotional learning</li><li>➤ Reinforcing behaviour routines</li></ul>

Identified Impact of Lockdown on the Children of Coppull St John's

<p>Maths</p>	<p>Some children have missed key concepts of mathematics, despite these being provided during the remote learning, leading to gaps in learning and stalled sequencing of journeys. 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. The coverage in the summer term was missed and therefore we are anticipating gaps in the spring term/ summer term especially around measures/ data handling and in applying knowledge to reasoning.</p>
<p>Writing</p>	<p>Children haven't necessarily missed 'units' of learning in the same way as maths, however they have lost essential practising of writing skills and very few pupils have written at length during lockdown. Gaps specific knowledge has suffered, leading to a 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 and to develop their use of ambitious vocabulary.</p>
<p>Phonics/ Reading</p>	<p>Gaps in phonological awareness have been identified. Whilst phonic work was set as part of the school's home learning offer, some of it has not been embedded. Children accessed reading during lockdown more than any other subject through the various online sites available with free reading resources. 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.</p>
<p>Non- core</p>	<p>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 an enriched curriculum which we love to offer at Coppull St John's Swimming has been missed by children in year 4,5, and 6. Lessons stopped last spring term 2020.</p>

School Name:	Coppull St John's	
Academic Year:	2020-2021	
total number of pupils on roll:	111	
total catch up budget:	Funding from October census £80 per child per year = £8880	
date of review:	Spring term 2021 ( March )	
Autumn Term 2020-	Action and expected impact	Cost of this provision / resources
To continue to provide quality first teaching in small group or individual targeted interventions across the school in reading, writing and maths	<p>In addition to quality first teaching for all children;</p> <ul style="list-style-type: none"> <li>2 days per week – teacher employed to support learning through 'booster' sessions in reading, writing and maths in upper key stage 2 and 'gap teaching' in smaller groups and 1:1</li> <li>3 mornings a week - teacher employed to support learning through small group and 1:1 teaching in years 2,3 and 4</li> </ul> <p>Expected Impact: specific targeted gaps are closed. Children make expected progress and are at age related expectations by Summer 2021.</p>	<p>£3700      £500 x 10 weeks - £1300 unspent due to Summer 2020 lockdown</p> <p>£4500      £300 x 15 weeks</p>
To support children where key phonics learning has been missed. To provide key learning resources to support teaching and address any gaps in phonics learning.	<p>Purchased additional resources including</p> <ul style="list-style-type: none"> <li>Bounce Back phonics plus staff training</li> </ul> <p>Expected Impact: Children who took part in the programme have gained confidence in phonics and are reading with improved fluency.</p>	£110

<p>To provide additional resources to support the teaching and learning in both core and foundation subjects</p>	<ul style="list-style-type: none"> <li>• membership with intervention programme IDL</li> <li>• membership with Alfresco learning</li> <li>• membership with White Rose Maths</li> <li>• membership with EPIC</li> <li>• Reddy made maths training sessions and webinar</li> </ul> <p>Expected Impact: Training for staff ensures pupils make good progress receive structured, progressive teaching supported by a comprehensive range of resources</p>	<p>£658 £52 £99 £99 £250</p>
<p>to support the development of a curriculum which considers the 5 areas of wellbeing and supports the children's needs as they return to school.</p>	<ul style="list-style-type: none"> <li>• webinar on Recovery Curriculum led by Dr Barry Carpenter</li> </ul> <p>Expected Impact: Training for staff ensures pupils make good progress receive structured, progressive teaching supported by a comprehensive range of resources children benefit from a bespoke curriculum which supports their social, emotional and mental health.</p>	<p>£50</p>
<p>Covid catch-up funding</p>		<p>£8880</p>
<p>School budget</p>		<p>£638</p>
<p>Total spend- Autumn Term</p>		<p>£8860</p>
<p>Total spend- Spring Term</p>		<p>£9518</p>