

## Catch Up Premium

In 2020 the government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. This funding includes a one-off universal £650 million catch up premium for the 2020 to 2021 academic year. 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 will be 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.

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.

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.

Currently, the premium is worth £1480 (based on £45 per pupil) and is to ensure that Downholland Haskayne CE Primary has the support they need to help all pupils make up for lost teaching time.

### How will the funds be used?

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](#). Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) 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.

The EEF advises the following which we will adopt:

#### Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

#### Targeted approaches

- One to one and small group tuition
- Intervention programmes

#### Wider strategies

- Supporting parent and carers
- Access to technology

What are the identified impacts of lockdown?

Maths	<p>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'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.</p> <p>This is reflected in assessments.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar, punctuation and spelling in KS2 and phonological awareness in KS1 specific have 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.</p>
Reading	<p>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 affected. A lack of reading matter at an appropriate level has also meant that some children have not extended their reading skills.</p>
Non-Core	<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 powerful curriculum moments.</p>

*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

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u> The foundation subject will be planned with increasing detail and consideration for how</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p>		NH and JG	Feb 21 Dec 20

<p>pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Despite the limitations placed on schools in terms of physical space and the sharing of these by bubbles, there needs to be specific small group learning spaces for all bubbles to access safely.</p>	<p><b>(£400)</b>  <i>Redevelop the use of the library and change to Nurture Hub to enable small group teaching for identified groups.</i>  <b>(£685)</b></p>			
<p><u>Teaching assessment and feedback</u>  Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><i>Purchase and implement updated Headstart National Test-style Standardised Assessments. Complete termly tests and record assessments on MARK to identify gaps.</i>  <b>(£500)</b></p>		NH	July 21
<p><u>Transition support</u>  Children who are joining school from different settings or who are beginning their schooling at Downholland Haskayne CE Primary, have an opportunity to become familiar and confident with the</p>	<p><i>Virtual Tour of Downholland Haskayne Primary School (Makemeavideo) is arranged and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter. Stay and play sessions at the beginning of the school year, so that each child is confident in joining our school.</i></p>		NH and JG	Ongoing

setting before they arrive.	(£500)			
<b>Total budgeted cost</b>				<b>£2085</b>

▪ ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group support</u> ICT programmes. Reading Eggs, Mathletics, IDL will be purchased to enable all children in school to have focussed support and identified specific targets for subjects.	(£763)		NH	Feb 21
<b>Total budgeted cost</b>				<b>£763</b>

▪ iii. Wider Strategies

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater	Additional online learning resources will be purchased, such as White Rose <i>Maths</i> , <i>TT Rockstars</i> and <i>Mathletics</i> to support children's mathematics at home. Likewise, <i>Spelling Shed</i> will be purchased so that children can practise spellings at home.		All teaching staff	Feb 21 Feb 21

<p>independence and increasing the likelihood that parents can sustain home-learning. Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p><b>£650</b>  <i>Home learning paper-based packs are prepared using White Rose and Classroom Secrets, printed and ready to distribute for identified children. Stationery packs are to be purchased and set aside for vulnerable children to take home when home-learning occurs.</i>  <b>£100</b></p>			
<p><u>Access to technology</u>  During the catch-up extended school provision, children can access additional devices .</p> <p>All staff have laptops that are equipped with webcams and allow them to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><i>Gov DFE laptop allocation</i></p>		<p>NH</p> <p>NH</p>	<p>FEB 21</p> <p>FEB 21</p>
<p>Summer Support  NA</p>				
<b>Total budgeted cost</b>				<b>£3,598</b>
<b>Cost paid through Covid Catch-Up</b>				<b>£1,480</b>
<b>Cost paid through school budget</b>				<b>£2,118</b>

