



## John Perryn Primary School Catch Up Funding Plan

Summary information					
School	John Perryn Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£29520	Number of pupils	357

## Guidance

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.

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</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>



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<p>should use this document to help them direct their additional funding in the most effective way.</p>	<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>
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<b>Identified impact of lockdown</b>	
<b>Mental health and well-being</b>	Many children have returned to school and are happy to be back. However, some children are struggling being back in school due to a variety of factors.
<b>Maths</b>	Children have missed certain key concepts that were either not taught last year or were only taught during lockdown which resulted in gaps in children’s learning depending on their engagement with home learning during lockdown. Children have also fallen behind in their recall of maths facts which impacts on their ability to understand key concepts.
<b>Writing</b>	Children have missed embedding some curriculum targets from the previous year but have not fallen behind as much as in maths. However, many of them have lost the ability to write for a sustained period of time without losing focus or concentration.
<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 affected by lockdown due to lack of quality texts at home and parents who are unable to fully support at home.
<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.



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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				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting great teaching:</u> Embedding RWI in EYFS and KS1 and introducing PKS across the school. Ensure that NQTs and RQTs have high quality CPD to ensure that they are providing good quality T&L.	Clear CPD programme for embedding RWI.  Clear strategy for introducing PKS.  Extra release time for RQT.  <p style="text-align: right;"><b>(£) 4020</b></p>		CM  AL  CM	July 21  July 21  On-going
<u>Teaching assessment and feedback</u>  Teachers have a very clear understanding of what gaps in learning remain and use this to inform planning and next steps.	Staff CPD time to be used to allow teachers to review curriculum.  Pupil conferences to be help with DHT to identify children who did not engage during lockdown and identify strategies to narrow any gaps.  Maths leads to attend Number Talks training and meet with all staff to identify curriculum gaps.  <p style="text-align: right;"><b>(£ 2495)</b></p>		CM	July 21
<u>Transition support</u>  Children who are joining school from different settings or who are beginning their schooling with John Perryn have an opportunity to become familiar and confident with the setting before they arrive.	EYFS film to be made introducing the school.  Purchase camera to give high quality photos for website to help with transition.  Inductions to be carried out by DHT.  <p style="text-align: right;"><b>(£) 2625</b></p>		LW	Ongoing



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<b>Total budgeted cost</b>				<b>£ 9140</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased ability to recognise phonic sounds and read fluently.	TAs trained to deliver RWi interventions that are specific to the gaps in children’s knowledge.  <p style="text-align: right;"><b>(£) 2250</b></p>		CM	On-going
<u>Therapy sessions</u> Children who have struggled with their mental health during lockdown will be better able to access learning once their emotional needs have been met.	Identified children are given 1:1 play therapy sessions.  All children are able to access a self-referral lunchtime drop in service.  <p style="text-align: right;"><b>(£) 4000</b></p>		CA	July 21
<u>Reception focus on Speech, Language and Communication</u> Reception children will meet age related speech, language and communication goals.	Nuffield scheme to be purchased and implemented in Reception.  <p style="text-align: right;"><b>(£) 2000</b></p>		JB	Ongoing
<b>Total budgeted cost</b>				<b>£8250</b>



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<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<u>Access to technology</u> Children who are learning at home will be able to access the same learning as all children.	Chromebooks purchased and given to families where need.  <i>(£) 13200</i>		AL	
<b>Total budgeted cost</b>				13200
<b>Total budgeted cost</b>				<b>30590</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>29520</b>
			<b>Cost paid through charitable donations</b>	<b>0</b>
			<b>Cost paid through school budget</b>	<b>1070</b>