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**Kenilworth Primary School**

**Catch-Up Premium Plan**

**2020/21**

**2021/22**

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| **Summary information** | | | | | |
| **School** | Kenilworth Primary School | | | | |
| **Academic Year** | 2020-21  2021/22 | **Total Catch-Up Premium**  **Total Catch-Up Premium** | £16320  £6360 | **Total Number of Pupils**  **Total Number of Pupils** | 207  206 |

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| **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.  As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the award was initially only be available for the 2020 to 2021 academic year. It will not be added to schools’ baselines in calculating future years’ funding allocations.  Another award was made in Autumn 21 of £6360 | |
| **Use of Funds** | **EEF Recommendations** |
| 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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support) [year](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).  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-](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) [19) support guide for schools](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) with evidence-based approaches to | The EEF advises the following: 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 * Extended school time |

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| 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 |

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| **Barrier** | **Action** | **Impact** |
| Pupils who have fallen behind during lockdown due to the challenges at home to offer the support necessary. Challenge around disengagement in remote learning. | Use of catch-up funding to pay for tuition for pupils, through the National Tutoring Programme, List of pupils who will be targeted across Reception to year 6 for this support Intervention to take place as part of first quality teaching. This is planned for within the lessons Experienced teacher to support small group and 1:1 catch-up in years 3-6.  Purchase ‘Back on Track’ resources from Herts for Learning to support teachers with planning and assessing English and Maths in light of missed learning. Training from Herts for Learning advisors to support staff with delivering this program | Pupils who receive provision make accelerated progress  Impact of this can be seen within the classroom. In Reception this year the outcome of the baseline rose by over 12% to 72% in July 21. This was agreed through an external moderation process. |
| Pupils have gaps in learning due to lockdown. | Pay the top up fee to access the subsidised national tutoring programme for disadvantaged pupils and others who are identified as needing “catch up” in their learning. Fund additional support staff to develop the outcomes of children who have been identified as needing “catch up” in their learning. Booster groups for Year 5 and 6 children before and after school.  Investment in the Write stuff to support improved outcomes across the school. | Pupils make accelerated progress in their learning at each assessment point. Balance in lessons of catch-up and teaching current year group objectives. |
| Pupils working below ARE | To ensure all teachers have clear understanding of the curriculum gaps that need covering in the current year of teaching from previous years objectives  Gaps Analysis  English and Maths Lead given time to analyse curriculums Maths and English lead given time to complete 1:1 Curriculum CPD with identified teachers | Teachers are fully equipped to ensure that they implement quality first teaching as a result of diagnostic assessments. All teachers have a clear understanding of the curriculum gaps they need to teach. Teachers will have increased levels of confidence in meeting the needs of their children.  Teachers will improve their coaching and mentoring skills through training |
| Due to pupils being indoors and less active during Covid isolation their health and well-being have decreased making it even more essential that they are engaging in high levels of physical activity and establishing good active behaviours for later life. | PE lessons to be prioritised using outdoor equipment as much as possible. CPD to be delivered on outdoor learning to staff. | Fitness levels of pupils return to pre-Covid standards. Pupils are engaged in an outdoor lifestyle which encourages a love of nature and builds confidence and independence.  Professional coach in place in order to model for staff and train teachers. |
| Nursery -> Reception -> year 1 pupils missed most of the EYFS curriculum and face specific difficulties. | EYFS and Year 1 teachers collaborate to ensure Year 1 pupils have a balanced curriculum following the EYFS ethos for the first half term to help pupils transition into year 1 after lost learning | For teachers to have the resources available to continue a play based approach to learning. Pupils will have reduced levels of anxiety around the key stage transition. |
| Pupils and parents anxiety on returning to school. High proportion of parents and carers reporting to have anxiety issues. | Mental health and anxiety support through the SENCo and Parental Engagement Officer | Additional support available to break down anxiety and ensure pupil attendance. |
| Support the closure of gaps | All Teachers will have additional time and support to monitor their specific subject. Teachers will have the opportunity to conduct learning walks, book reviews and progress analysis. Teachers will have the opportunity to complete subject action plans alongside CPD opportunities. | Improved teacher knowledge of their subject. Teachers to have a deeper understanding of the expectations of progressive skills. Teachers experience the restorative curriculum Deeper understanding of curriculum progression. |
| KS1 pupils lost learning (Phonics)  Children will have greater opportunities to access learning at home independently. Increase motivation and focus at home and the desire to learn independently | Purchase phonics lessons and tinvest in epic reading to support children from home.   * Phonics catch up interventions in Reception and Year 1 * Project X phonics intervention in Years 2 and 3 * Wellcomm speech and language assessments and interventions   Essential Maths diagnostic assessments as part of the Summer success project  Purchase big cat e-library to support children with reading phonetically decodable books at home  Continue to promote times tables rockstars. | Pupils continue to have access to phonics lessons during bubble closures and lockdown. Staff Training.  Investment in the write stuff- to support catch-up staff training and investment. Already seeing the results of this. |

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| **Total budgeted cost 20-21** | **£16320** |
| **Total budgeted cost 21-22** | **£6595** |