



Catch-Up Premium Plan

Monkton Church of England Primary School

Summary information

School	Monkton Church of England Primary School				
Academic Year	2020-21	Total Catch-Up Premium	Sept – Mar	£4,760	Number of pupils 102
			Apr – July	£3,400	
			Total	£8,160	

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

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.

EEF Recommendations

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

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

Maths	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'. 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.
Writing	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 specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who didn't write as 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. Presentation standards have dropped and there is a notable decline in the handwriting and joined style in many pupil's books.
Reading	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. Assessments indicate that it is the comprehension of text that has suffered greatly without direct teaching.
Foundation Subjects	There are now gaps in knowledge – whole units of work have not been taught in school 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.

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
<p><u>Supporting Great Teaching:</u> The Foundation subjects will be planned with increasing detail on Maestro and consideration for how pre-requisite knowledge/vocabulary will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Despite the limitations placed on schools in terms of use of resources and Covid restrictions. Teachers are able to deliver first hand experiences for topic based work. These are creatively planned and engage and enthuse all children returning to school based learning.</p>	<p>Additional time for teachers to research, plan and prepare resources for non-core subjects. Release time and additional cover will be required to facilitate the additional PPA. 20 hours x £13 £260</p> <p>Topic specific resources purchased to facilitate creative and engaging, 'memorable experiences' for launching termly topics. £200 per class £800</p>		KW Subject Leaders	Feb 21 Feb 21
<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>Purchase and implement the Rising Stars National Test-style Standardised Assessments suite. Complete termly tests and record assessments to identify gaps, so that teachers can plan accordingly to fill these. £195</p>		KW	Feb 21 and July 21
Total budgeted cost				£ 1,255

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 rates of progress across Reading, Writing and Maths. Gaps will be plugged in previous and current learning, as identified by baseline testing and assessment in Sept 2020. By year end pupils will be back to their expected and/or age-related level.	Teacher Intervention Term 5 1 afternoon x 6 Weeks £240 TA intervention, 1:1 and small groups 24 weeks x 1 hour 1:1 £312 Funding for additional hours 1 hour for 24 weeks x 4 groups £1248		LW/JG Class teachers	Feb 21 and July 21
<u>Early Language Intervention programme</u> Participation in the DFE NELI (Nuffield Early Language Intervention) programme for EYFS language development. This will be effective for improving children's oral language skills as well as promoting longer-term progress in reading comprehension.	NELI (Nuffield Early Language Intervention) NELI iPad £314 Staff are trained and they are able to deliver the intervention confidently. Time for staff to train (TA overtime) iPad to run the intervention (not funded by DfE) 15 hours £195		JG/JP/JB/ GO'N	July 21
Total budgeted cost				£2,309

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 online learning at home, including live lessons. 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. 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.	Sharing of PowerPoint tutorial for accessing online learning, parent/carer survey to gauge technology need and capacity. Additional online learning resources will be purchased, such as CGP books. iPads for those who do not have technology resources at home. £146 2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs. £382		KW FW	Feb 21 and July 21
<u>Access to Technology</u> During the Catch-Up school provision, children can access additional devices if required (subject to availability) These to be loaned by the school so that pupils can access discrete teaching and independent online activities.	Purchase 11 iPads. These are to be used to further support online access to resources for the children accessing Catch Up Home Learning. £314 x 11 iPads plus Licence & setup £300 £3754		FW	Feb 21

<p>Teachers 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>Teaching Assistants can take part in lessons and offer support for those who require it, including those pupils who have SEND/EHCPs.</p>	<p>Existing stock of laptops to be allocated to staff. One extra to be purchased to cover both teachers in EYFS.</p> <p style="text-align: right;">1 EYFS ipad £314</p> <p>Survey support staff for availability of technology and capacity to contribute to pupil online learning remotely.</p>		FW	Feb 21
Total budgeted cost				£4,596
			Total cost	£8,160
			Cost paid through Covid Catch-Up	£8,160
			Cost paid through school budget	£ 0