

Summary information					
School	Read St. John's CE Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£13,213	Number of pupils	184

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
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<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>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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support
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Identified impact of lockdown	
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have a love for maths and lockdown has not affected their attitudes however they have missed some content.</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. This is reflected in arithmetic assessments.</p>
Writing	<p>Some children have lost essential practising of writing skills. GAPS specific knowledge has 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.</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>

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 good teaching:</u></p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in maths and this supports learning</p>	<p><i>Purchase additional manipulatives for EYFS/KS1.</i> (£500)</p>		SL	Feb 21 Feb 21
Total budgeted cost				£ 500

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p><i>Teaching Assistant increase of hours to run reading interventions.</i> (£750)</p>		FA	Feb 21
<p><u>Intervention programme</u></p> <p>An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p><i>An intervention is identified and purchased. Staff within year groups are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i> (£1000)</p>		KC	July 21
<p><u>Extended school time</u></p> <p>Identified children are able to access a weekly catch-up club (1/2 an hr per day). The attainment of those identified children improves and effect of lockdown is becoming negated.</p>	<p>Teaching assistant increase of hours 2.5 hours a week for a year. (£1000)</p>		KT	Ongoing
Total budgeted cost				£2,750

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 independence and increasing the likelihood that parents can sustain home-learning.	<i>Additional online learning resources will be purchased, such as Bug Club to support children reading at home. Literacy Shed will be purchased so that children can practise spellings at home.</i> <i>Phonics Bug - £1103.70</i> <i>Phonics play - £50</i> <i>Maths Circle Numbots and Stats blot on - £98.06</i> <i>White Rose Maths - £120</i> <i>Total – (£1,371.76)</i>		KC	Feb 21
<u>Access to technology</u> Children can quickly access online interventions. Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<i>Purchase 10 iPad's, 20 laptops and 4 tablets</i> <i>£11,700</i> <i>£3,150 to come from our budget</i>		FA	Feb 21
			FA	Feb 21
Total budgeted cost				£13,071.76
Total cost				£ 16,321.76
		Cost paid through Covid Catch-Up	£13,171.76	
		Cost paid through school budget	£3,150	