



Catch-Up Premium Plan

St John's Church of England Primary School

Summary Information					
School	St John's CE Primary School				
Academic Year	2020-21	Total Catch Up Premium	£9710	Funding based on number of pupils	208

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 reception through to Y11.

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. SPAG 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.
Reading	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
Non-Core	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.



1. Teaching and Whole School Strategies

Desired Outcome	Chosen Approach	Cost	Impact (once reviewed)	Success criteria
Identify particular areas pupils have forgotten or misunderstood key concepts in the core subjects	Baseline assessments in reading; SPAG/Phonics; Maths	£1,027		Identified children will make accelerate progress.
Close gaps in reading identified at baseline assessments	One to one approach using Lancs Reading Partnership- all TA 3 and class teachers to be trained from Y2 to Y6.	£400		Accelerated progress for pupils baselined as below ARE
Close gaps in SPAG identified at baseline assessments	Additional staff training (EAL Reading, KS1 Intervention, KS2 Spelling, Active reading strategies)	£215		Accelerated progress for pupils baselined as below ARE
Close gaps identified at baseline and on-going assessments	Additional teaching & learning resources to support 1-1 and group intervention strategies	£3,731		Accelerated progress for pupils baselined as below ARE
Close gaps in maths identified at baseline assessments	TA 3 and class Teacher in Y3 and Y5 to be trained to carry out interventions with small groups.	£1,149		Accelerated progress for pupils baselined as below ARE
Ensure all pupils attend school and return to normal educational routines as soon as possible	Use of PWS to ensure regular attendance; Support parents.	£561		Reduce the number of persistent absence
Purchase 12 chrome books to support KS1 with Phonics Bug.	Provide children with devices as required.	1,724		Accelerated progress in phonics