** Catch-Up Premium Plan**

**St Stephen’s CE Primary Kearsley Moor**

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| **Summary information** | | | | | |
| **School** | St Stephen’s Kearsley Moor | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £16,700 | **Number of pupils** | 210 |

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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.  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** |
| 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](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-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 catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way. | 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 |

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| **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. 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. |
| **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. The bottom 20% of readers have been disproportionately |
| **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. Mental Health and wellbeing, plus physical activity of children will have been severely disrupted due to lockdown. |

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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) | | | | |
| 1. **Teaching and whole-school strategies** | | | | |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting great teaching:  To ensure children have the greatest opportunities to close the gaps in learning, new initiatives will be introduced.  Teacher CPD | ***White Rose maths scheme to be adopted to ensure consistency and modelled videos across school. Subject leads to access training where possible.***  ***£100***  ***From September, Schofield and Sims I Can maths scheme to be introduced to give all children increased opportunities to learn and practise fluency and reasoning skills at their level of need.***  ***£1000***  ***Targeting key area of curriculum to support children’s learning.***  ***£500*** |  | PP/NS  SLT | JULY 21  JULY 21 |
| Teaching assessment and feedback  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. | ***Purchase and implement Puma and Pira assessments. Complete termly tests and record assessments on MARK to identify gaps an on Insight to track performance.***  ***£1600***  ***Purchase and implement new homework scheme CGP.***  ***£1500*** |  | SLT | JULY 21 |
|  | ***.*** |  |  | Ongoing |
| **Total budgeted cost** | | | | **£16,700** |

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| 1. **Targeted approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| 1-to-1 and small group tuition  Identified children will have significantly increased rates of reading fluency and prosody. 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. | ***Target specific children for small group tuition and intervention linked to Aut and Spring assessment data. Supply Staff to cover classes for teachers to be released. 2 afternoons per week for 4 classes. LL and AL.***  ***£5000*** |  | SLT | JULY 21  JULY 21 |
| Extended school time    Identified classes to be offered sports clubs at no cost to child. | Eric sports coach to run 2 extra sports clubs per week.  £2000 |  | AT/ER | JULY 21 |
|  |  |  |  | Ongoing |
| **Total budgeted cost** | | | |  |

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| 1. **Wider Strategies** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting parents and carers  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. | ***Additional online learning resources will be purchased, including Jolly phonics APP and software and Zoom subscription.***  ***£300 +£120+£450*** |  | SLT | JULY 21  Feb 21 |
| Access to technology  During the catch-up extended school provision and lockdown, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.  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. | ***Purchase extra Kindle Fires to support home school learning.***  ***£150***  ***7 teacher laptops***  ***£4200*** |  | CH/JB  CH | Feb 21  Feb 21 |
| Summer Support |  |  |  |  |
| **Total budgeted cost** | | | | **16,920** |
|  | | **Cost paid through Covid Catch-Up** | | **16,700** |
|  | | **Cost paid through charitable donations** | |  |
|  | | **Cost paid through school budget** | | **220** |
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