

Catch-Up Premium Plan

Summary information					
School	Reculver CE Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£41,360	Number of pupils	505

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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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.

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 parents and carers

- Access to technology
- Summer support

Identified impact of lockdown

Maths	<p>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'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, number bonds and have forgotten once taught calculation strategies. This is reflected in formative assessments.</p>
Writing	<p>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. Spelling is a real area of weakness for all children.</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>
Phonics	<p>This has been an area of significant impact for our youngest children. The specialised quality teaching approaches they would have benefited from at school were difficult to achieve at home during remote learning. Some families were able to use the online resources provided and printed packs but it became apparent on return to school, that far more children had not maintained their previous level of phonic knowledge than was expected and this was a concern.</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. Speech and language for our Reception children is an area of concern with more children lacking a wide and varied vocabulary, clear speech sounds and fluency of speech.</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 great teaching:</u></p> <p>The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. PSHE lessons sessions also carefully planned in light of COVID and incorporated into the timetable more frequently. A recovery plan will be in place for Term 1 to balance the essentials of learning with the necessary time for wellbeing</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, all children have their own individual resources for lessons e.g. pencils, colouring pencils, scissors, manipulatives for maths. All resources used to support learning.</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA. Staff meeting time and PPA</i></p> <p style="text-align: right;"><i>No additional cost</i></p> <p><i>Purchase individual resources and additional manipulatives for each child.</i></p> <p style="text-align: right;"><i>No additional cost – from curriculum resources planned budget</i></p>		<p>JAJ</p> <p>JAJ/SC/ Phase leaders</p>	<p>Dec 20</p> <p>Dec 20</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning. They will also use targeted questioning and other forms of formative assessment to identify childrens’ attainment levels in the first term. The outcomes of these assessments will further inform adaptations to the curriculum for each subject area to ensure all pupils catch-up in terms of important knowledge, understanding of threshold concepts and mastery of key skills over time.</p>	<p><i>Continue with baseline assessment in all year groups and termly assessments. PIXL Autumn Transition Package used to support the identification and planning towards addressing gaps in learning. An emphasis on precise diagnostic assessment that provides question level gap analysis in a timely and efficient manner will enable feedback to be manageable and meaningful, maximising the impact it will have on learning and progress. Teachers to identify gaps in learning and amend planning accordingly. Record data on Sims and analyse to identify groups and individuals.</i></p> <p style="text-align: right;"><i>£2700 PIXL membership</i></p>		<p>KR</p> <p>JAJ and SLT</p>	<p>Oct 21 Dec 20 Feb 21 Apr 21 May21 July 21</p>
<p><u>Transition support</u></p> <p>All children from all year groups had time to meet their new teachers before the summer break. Well-being support for all children to be planned in early in Term 1. Parent/teacher meetings will be curbed by covid restrictions so new online methods will need to be identified and purchases of software made.</p>	<p><i>Additional Parent Conversations early in term 1 for all parents via new online package.</i></p> <p style="text-align: right;"><i>£353</i></p>		<p>All CTs</p>	<p>Ongoing</p> <p>Dec 20</p>

				April 21
Total budgeted cost A				£ 2,950

B:Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition for phonic acquisition</u></p> <p>Identified children in Years 1 and 2 will have improved phonic knowledge and this in turn will positively affect their reading and writing skills. They will be able to decode more confidently and reading fluency will improve as sight vocabulary increases and 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. Year 2 phonic screening results will not be too dissimilar to last year when retested in Term 2</p>	<p><i>Additional teacher to screen all children in EY using language link to identify and then provide early intervention for phonic acquisition. Then to administer 1-1 tuition in RWI for identified children in Terms 1 and 2 for rapid catch-up</i></p> <p style="text-align: right;">£5404</p> <p><i>Additional teacher to run phonic sessions in the afternoons in Year 2 for those children not on track to pass the phonics screening</i></p> <p style="text-align: right;">£3465</p>		<p>LA</p> <p>With AH and JS</p>	<p>Dec 20</p>
<p><u>Additional Intervention programmes – out of school hours</u></p> <p>Before school (8am-8.30am) and after school (until 4pm) interventions will be run with identified children by trained members of staff.</p> <p>Appropriate numeracy and literacy interventions, such as Precision Teaching, pre teaching and PIXL intervention therapies support those identified children in reinforcing their understanding of basic maths skills and application of number, in their reading fluency and comprehension, including vocabulary acquisition and in their application of techniques to writing.</p> <p>In school interventions will run too, following the above, each afternoon for every year group.</p>	<p><i>TAs run sessions to provide catch-up support. PIXL based interventions in reading and writing to take priority for 1:1 and small group work.</i></p> <p style="text-align: right;">Year R –£522 Year 1/2 –£3915 Year 3/4 –£5220 Year 5/6 –£9396</p> <p style="text-align: right;">No additional cost as intervention TA support planned into budget</p>		<p>JAJ with SLT</p>	<p>July 21</p>
<p>Additional teacher in Year ¾ for terms 1 and 2 to facilitate smaller groups for key identified pupils in maths and English based lessons and to run interventions in key basic skills, in order to facilitate rapid catch-up. This will also facilitate</p>	<p>Year 3 and 4 was the year group that had the largest ‘dip’ in attainment after the return of lockdown 1, particularly Year 3 who had missed a significant part of</p>		<p>AC with JS</p>	<p>Dec 20</p>

smaller groups across the phase, allowing for more teacher contact and more rapid progress.	the Year 2 curriculum, consolidating basic concepts. This year group was where we decided to place teacher led intensive intervention £13,861			
<u>Pastoral support</u> Children return to school happily and engage with our Recovery Curriculum and with learning. Difficulties are identified by staff and support for individuals is provided where appropriate. Children feel supported and able to express their feelings. Therapies such as Lego therapies, talking therapies allow children to express their feelings and anxieties	<i>Boxall Profile for identified children in term 2 and term 6 at least. Time for teachers to complete profiles. Intervention programmes provided to support children's well-being. PSHE curriculum planned and followed, enabling children time to express their feelings. Daily check-in time. Costs from existing budget for additional wellbeing staff</i>		FC/PG/GE	July 21
			Total budgeted cost B	£27,922

ii. 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. 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.	<i>Purchase Spelling Shed, TTRS and Mathletics to support children's spelling, phonics/ reading and number skills at home.</i> £308 for Spelling Shed <i>Clear instructions shared and video guidance recorded for parents to follow. Troubleshooting offered as well as personal support.</i> No additional cost		LG All staff	July 21 April 21
<u>Access to technology</u>				

<p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities. Ipads can be used for quick testing on a daily basis in Accelerated Reader across Key Stage 2</p> <p>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. More children have access to remote learning through technology.</p>	<p>Purchase 15 additional iPads, 1 trolley. These may be sent home with vulnerable families in the case of self-isolation or further lockdown</p> <p>£9694</p>		<p>JAJ/AK</p>	<p>Nov 20</p>
				<p>Total budgeted cost C £10,002</p>
				<p>Total budgeted cost B £41,783</p>
				<p>Total budgeted cost A £ 3,053</p>
		<p>Total cost paid through Covid Catch-Up</p>		<p>£54,838</p> <p>£41,360 Covid catch up premium</p> <p>With £13,478 from main school budget</p>