



**Summary information**

Academic Year	2020-21	Total Catch-Up Premium	£18 480	Number of pupils	240
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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 year 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

<b>Maths</b>	<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, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic informal assessments.</p>
<b>Writing</b>	<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. Stamina is also an issue for many children. 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>
<b>Reading</b>	<p>Children accessed reading during lockdown more than any other subject and they enjoyed the links to reading resources online. 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 do not is now increasingly wide. The bottom 20% of readers have missed consistent interventions for both decoding and comprehension</p>
<b>Non-core</b>	<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, this will be an ongoing exercise for staff to highlight connections from other themes.</p> <p>It will be easier for teachers to catch up with specific skills as they work through units of work this year.</p> <p>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 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.</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 first quality teaching</p> <p>FS2 resources to be planned for to close gaps in the areas of The world and Technology and to support increased vocabulary acquisition.</p>	<p><b><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.</i></b></p> <p style="text-align: right;"><b>(£3000)</b></p> <p><b><i>Purchase additional manipulatives for EYFS, KS1 and KS2.</i></b></p> <p style="text-align: right;"><b>(£400)</b></p> <p><b><i>Purchase additional resources as per FS2 leader guide</i></b></p> <p style="text-align: right;"><b>(£600)</b></p>		<p>LS</p> <p>AO</p> <p>SS</p>	<p>Feb 21</p> <p>Feb 21</p> <p>Feb 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain through 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><b><i>Review termly assessments in school (PUMA / PIRA / Rising Star) - link to intervention Shine and MARK for analysis</i></b></p> <p style="text-align: right;"><b>(£720)</b></p>		SLT	July 21
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with us have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><b><i>A 360-interactive virtual tour of Longton Lane Primary School is arranged and shared with all new-starters via the school website.</i></b></p> <p><b><i>New FS2 starters / parents all attend a meeting with teacher before Sept start date so all information can be shared</i></b></p> <p style="text-align: right;"><b>(£400)</b></p>		AR	Ongoing
			<b>Costs</b>	<b>£ 5120</b>

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 and stamina. 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. Specific basic skills in maths will be revisited to ensure fluency</p>	<p><i>Intervention provision map year 1 to year 6 across reading, writing and maths</i></p> <p><b>(£13000)</b></p>			<p>Feb 21</p> <p>Feb 21</p>
<p><u>Intervention programmes</u></p> <p>AS above groups will be in place and SLT and teachers ensure that correct intervention in place across reading, writing and maths. Clear impact records kept</p>	<p><i>An intervention is identified and purchased. Staff within key stages are able to deliver the intervention confidently (inclusive of entry and exit data).</i></p> <p><b>(see Shine maths in section 1)</b></p>		AO	July 21
<p><u>Extended school time</u></p> <p>Identified children are able to access a weekly catch-up club (up to 1hr per night). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process. Y6 Easter support provision</p> <p>Early Bird booster classes made available to year 6</p>	<p><b>(£450)</b></p>			Ongoing
			<b>Costs</b>	<b>£13450</b>

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. 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.	<b><i>Additional online learning resources will be purchased, such as Spelling Shed will be purchased so that children can practise spellings at home. RWinc video access</i></b> <b>(£2100)</b>		SLT	Feb 21	
	<b><i>CGP Books are available for all children</i></b> <b>(£1300)</b>		SLT	Feb 21	
<u>Access to technology</u> 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. 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.	<b><i>Ipads / Laptops - Purchase 30 plus 2 trolleys. This will enable the existing stock of laptops to be allocated to teachers. Chromebooks can now be used by the children to support the curriculum. They can also be leant to parents to support home-learning if needed.</i></b> <b>(£18000)</b>		SC	Feb 21	
<u>Behaviour support</u> BIT provision from LA, initially for those from lockdown and then in need with SEND planning meeting	<b>No cost</b>		SENDCo	ongoing	
				<b>costs</b>	<b>£21400</b>
				<b>Total budgeted cost</b>	<b>£39970</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£18480</b>	
			<b>Cost paid through capital budget</b>	<b>£15000</b>	
			<b>Cost paid through school budget</b>	<b>£6490</b>	