



Shilbottle Primary School
Catch up Premium (COVID19)
2020/21 Plan *

Shilbottle Primary School	Number of funded pupils: 127	Total allocated Funding over a two year period to be paid in instalments - £10,160 (1st payment of £2540 Sept 2020)
		£80.00 allocated per pupil/£40 per year/£20 per instalment

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 amongst those hardest hit. The aggregate impact of lost time will be substantial, and scale of our response must match the scale of the challenge.

Use of Funds	EEF Recommendations
<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. To support 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 guidance suggests a 3-tiered* approach:</p> <p>1 Teaching</p> <ul style="list-style-type: none"> • High-quality teaching for all • Effective diagnostic assessment • Supporting remote learning • Focusing on professional development <p>2. Targeted academic support</p> <ul style="list-style-type: none"> • High-quality one to one and small group tuition • Teaching Assistants and targeted support 2 • Academic tutoring

Concerns identified from September 2020 as barriers to learning (e.g. curriculum gaps / literacy / attendance / wellbeing)

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	Cost
All staff are aware of the need to enable catch up for pupils identified through ongoing assessments for learning to identify gaps. Use of diagnostic assessment tools to re-establish children levels and form plans. Increased subscription costs. 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. A new progression of skills document has been produced. Long and Medium Term plans highlight any gaps in prior learning.	Training days/ Diagnostic testing tools

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Employment of a teachers during targeted group support to be conducted after school.*	After school booster target sessions £620
Remote learning support (Sept 20 to Jan 21). Resources: CGP and science resources	£2850

ii. Targeted approaches

Mental health and well-being/ Physical Wellbeing

Concerns	Action	Cost
Mental wellbeing As children transition from a period of lockdown to 'normal' routines focus on both mental health and wellbeing. All children's anxiety levels have increased and they need to develop strategies to be used in a range of learning environments.	Stress balls	£120.00
	Mindfulness through art	£180.00
Reduced physical activities and children becoming obese.	PEAK resources to develop physical movement	£120

Speech and Language

Concern	Action
Children with specialised speech and language programmes intervention have regressed.	Speech and language delay 1:1 interventions for speech and language Above those children already on a speech and language intervention programme.

Maths

Concern	Action
Specific content has been missed, leading to gaps in learning and stalled sequencing of the progression of skills. Children still have an appetite for maths and lockdown has not affected their attitudes. However they are quite simply, 'behind' despite continued accessed to home learning programmes used for a number of years. STAR assessment data shows key areas of weakness to be addressed compared to expected age related performance.	Increased use of the range of Edge Hill University (First Class in Number) schemes for those children as identified as being significantly behind. Maths interventions for identified groups for four operations, fluency and recall. Planning identifies gaps in learning from missed schooling and key performance indicators to be targets. Prior knowledge assessed before embarking on introduction of new learning.

Reading

Concern	Action
Most children accessed reading during lockdown as they continued to access Accelerated Reader and online eBooks. This is something that was more accessible for families and required less teacher input. However, some children are less fluent in their	Guided/reciprocal group interventions for identified children. Identified children will significantly increase rates of reading fluency and comprehension. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. Dips in reading attainment will be

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<p>reading and the gap between those children that read widely and those children who do not is now increasingly.</p> <p>Early reading has been supported through the RWInc Book Bag scheme introduced in September.</p>	<p>negated.</p> <p>Pupils in upper key stage two receive targeted support to plug gaps in learning with a particular focus on writing to ensure standards at the end of KS2 do not drop.</p> <p>RWInc Book Bag scheme cost £2700</p>
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Writing

Concern	Action
<p>Children haven't necessarily missed 'units' of learning in the same way as Math, 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.</p> <p>Handwriting is a particular area for concern as standards of presentation have reduced.</p>	<p>Daily hand exercises</p> <p>Dictation sessions implemented</p> <p>Extended handwriting sessions introduced to develop stamina and presentation levels as opposed to content.</p>

iii Wider strategies

<p>Some children do not have access to technology</p> <p>Some children do not have access to paper based resources</p>	<p>Chrome books supplied for identified children, including those required to self-isolate for medical reasons.</p> <p>Stationery provided to all children to access paper based learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning or the Wi-Fi fails to work.</p> <p>All children have been provided with writing and drawing equipment to ensure pencil grip does not deteriorate at a cost of £700</p>
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