

Catch-Up Premium Plan

Coaley CofE Primary Academy

Summary information					
School	Coaley CofE Primary Academy				
Academic Year	2020-21	Total Catch-Up Premium	£ 4560	Number of pupils	55

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
<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.</p> <p>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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown	
Maths	<i>Specific content has been missed from our Maths for mastery curriculum, leading to gaps in learning and stalled sequencing of journeys. This term's Deep Dive in maths demonstrates that children continue to have an appetite for maths and lockdown has not affected this. However they are quite simply, 'behind' and gaps remain. Recall of basic skills has suffered – children are not able to recall basic addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments we conducted at the beginning of the Autumn term and in October.</i>
Writing	<i>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills and lack the stamina to write at length they had prior to lockdown. Specific grammatical knowledge has also suffered; leading to lack of fluency in writing and work that is not always age appropriate. Most children did not write much during lockdown and we have had to work hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</i>
Reading	<i>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 still less fluent in their reading than they would have been if they had been in school 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 affected and need additional help to catch up, particularly with phonics: this is a priority for the school this year.</i>
Non-core	<i>There are now significant gaps in knowledge – sometimes 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.</i>

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> The core and foundation subject 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> <ul style="list-style-type: none"> • Create 100% sheets of knowledge for foundation subjects as an overview of pre-requisite knowledge children need to access future learning • Use KPIs in writing as part of a stripped-back curriculum to ensure pupils have key skills needed. • Use GLOWmaths KPIs as part of a stripped-back curriculum <p>Ensure that work in books matches the expectations set out in the reading, writing and maths curriculums of their current year groups by the Spring term 2021</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 as well as additional PE equipment needed so each class has its own to use</p>	<p>Additional time for teachers to research and plan core and non-core subjects. Release time and additional cover to be required to facilitate additional PPA.</p> <p style="text-align: right;">(£500)</p> <p>Purchase additional manipulatives for all classes and extra PE equipment</p> <p style="text-align: right;">(£500)</p>			
<p><u>Teaching assessment and feedback</u> Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning. Summative assessments to take place within the first two weeks of September and progress regularly checked through AFL, phonics and maths Remember-it tests throughout the term. Teaching and the curriculum is amended as required.</p> <p>Phonics teaching match DGAT milestones to ensure good progress and pupils on track for at least ARE. 6-weekly assessments and Year 1 phonics check ensures 100% of children are on-track to meet phonics expectations.</p>	<p>Purchase and implement the GL Assessment Standardised Assessments tests. Complete tests and record assessments on Target Tracker to identify gaps and summative assessments.</p> <p style="text-align: right;">(£1000)</p> <p>Release of teachers to do additional phonic assessments and other additional summative assessments</p> <p style="text-align: right;">(£500)</p>			
Total budgeted cost			£ 2500	

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition and intervention</u></p> <p>Identified children will have Interventions planned and taught for every 5 to 10-weeks through Close-the-gap (CTG) support, including phonics across KS1.</p> <p>HLTA and an additional teacher (for KS2 children) support children to rapidly catch up from COVID lockdown</p> <p>Pupils to have made rapid progress and almost all to be on-track for ARE by the end of Spring term 2021 from pre-lockdown assessments.</p>	<p>Additional release time and training to support the delivery of the CTG interventions.</p> <p>Additional HLTA and teacher time allocated to support 1:1 and small groups precision teaching (£6000)</p>			
<p><u>National Tutoring Programme</u></p> <p>Identified children are able to access a National Tutoring Programme catch-up. The attainment of those identified children improves and effect of lockdown is becoming negated.</p>	<p>Through the COVID catch-up funding, children will be identified and have additional intervention. (£1000)</p>			
			Total budgeted cost	£7000

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u> Ensure a remote learning system is in place. 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.</p> <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.</p> <p>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. Additional IT resources purchased for more vulnerable families who do not have access to adequate IT at home</p>	<p>Purchase additional online learning resources such as Numbots etc. (£100)</p> <p>Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs. (£500)</p> <p>Purchase of additional laptops to support pupils where technology becomes a barrier to learning at home (£500)</p>			
<p><u>Nurture and emotional support</u> Play therapist to support children in school.</p> <p>Prioritise pupils' mental health and well-being by using Navigate, SCARF and other resources in all classes from the beginning of September.</p>	<p>Play therapist employed to work in school (£1000)</p> <p>SCARF and Navigate resources purchased to support wellbeing in the classroom</p>			
			Total budgeted cost	£2100
		Cost paid through Covid Catch-Up		£4560
		Cost paid through school budget		£7040