

# Catch-Up Premium Plan



Summary information					
<b>School</b>	Daven Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£12 560	<b>Number of pupils</b>	157

## 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 parent and carers
- ☐ Access to technology
- ☐ Summer support

Identified impact of lockdown	
<b>Maths</b>	Specific content has been missed, leading to gaps in learning and understanding of sometimes basic concept. Instant recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. Teachers are finding that pre teaching of skills and objectives is needed before learning objectives appropriate for the age of the children can be taught. This means that much more time than usual is being spent on delivering each objective relevant for the age group. In some cases, children’s ability to persevere with a given task has been affected and they are less able to focus for long periods of time and show less resilience when work is challenging. This has impacted on scores in reasoning assessment.
<b>Writing</b>	Children haven’t necessarily missed ‘units’ of learning in the same way as Maths, however they have lost essential practising of writing skills. Stamina is a problem and teachers need to build up with short burst writing in order for pupils to be working at the same level as before lockdown. SPAG specific knowledge has suffered, especially spelling, leading to lack of fluency in writing. For our youngest a more pronounced lack of children fine motor skills than normal has been identified.
<b>Reading</b>	Children are less fluent in their reading than prior to children being sent home from schools in March and the gap between those children that read widely and those children who don’t has increased. This is most evident in years 1, 2 and 3 where there are gaps in specific phonetical knowledge for some children due to missing of taught content. There is a bigger gap in reading between disadvantaged pupils and their peers.
<b>Non-core</b>	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.
<b>Wider Impact</b>	Many children have been negatively impacted by the lack of structure during lockdown and anxiety levels in both children and parents has impacted greatly on attendance for a significant number of children. Once in school some children have struggled to readjust to the expectations of school life in terms of boundaries (boundaries both new due to Covid and old), expectations, stamina and ability to remain on task. Children have lost skills in dealing with social/ friendship issues and in negotiation and compromise. This has led to some challenging behaviours, particularly during unstructured times. Children have missed out on many of the experiences which are normally planned in school, including trips and residential. It is harder for families to feel part of the school community as there have been no engagement events – parent lunches, performances etc. and parents are not allowed into the school building at drop off and pick up times to meet with staff. Financial implications for families due the current situation has resulted in more children reporting that they are hungry during the school day.

**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 where possible. Subject Leaders have revisited the curriculum plan to ensure skills and knowledge are covered across the school before the end of summer 2021 in consultation with the teachers.</p> <p>Whole school CPD in phonics (RWI) has been repeated where necessary with a focus on staff identifying gaps in their groups understanding and intervening where necessary.</p> <p>Additional adults in each room to ensure shared/ individual reading session in every class every day.</p>	<p><b>Additional releaser time for subject leaders (JAT to cover) N/A</b></p> <p><b>RWI Training N/A</b></p> <p><b>English Hub support (inc release time for phonics lead) £200</b></p> <p><b>Accelerated reader additional training £500</b></p>		<p>SW</p> <p>KC</p> <p>AS</p>	<p>Spring 21</p> <p>Spring 21 Summer 21</p> <p>Spring 21 Summer 21</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 that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p> <p>Standardised tests track progress and impact – NFER</p> <p>Focus on whole class feedback and time in lessons for immediate feedback. Marking policy reviewed.</p>	<p><b>Assessments purchased for benchmarking £1000</b></p> <p><b>Whole school staff meeting inc release time for maths and English leads N/A</b></p>		<p>SW</p>	<p>Dec 20</p>
<b>Total budgeted cost</b>				<b>£ 1 700</b>

This is a working document as is subject to change

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Improved Yr 6 test scores through targeted support in reading and maths.	<i>Academic Mentor for early maths intervention in year 5 and 6 (Jan – July)</i> <i>(£3000)</i>		SW	Jan 21
Improved reading age, fluency and comprehension in year 1 - 4	<i>Academic Mentor for reader intervention in year 5 and 6 (Jan-July)</i> <i>(£3000)</i>		SW	Feb 21
<u>Intervention programme</u> Narrow the gap between those whose reading level has been most affected through lockdown and their peers.	<i>EEF backed intervention programme – Lexia purchased x 50 licenses</i> <i>(£3000)</i>		SW	Spring 21
<b>Total budgeted cost</b>				<b>£10 500</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Mental Health and Well being</u> Children are able to learn as they feel safe and confident.	<i>SWaNs counselling sessions for identified children N/A</i>		SW	July 21
	<i>Additional units obtained for Jigsaw PHSE Lessons N/A</i>			
	<i>Release time for Safeguarding and Learning Mentor to support identified children N/A</i>		CS	July 21
			<b>Costs allocated to date</b>	<b>£12 200</b>
			<b>Remaining budget</b>	<b>£360</b>

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