

Catch-Up Premium Plan

North Cerney C of E Primary Academy

Summary information					
School	North Cerney C of E Primary Academy				
Academic Year	2020-21	Total Catch-Up Premium	3760	Number of pupils	53

Guidance
<p>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.</p> <p>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.</p> <p>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.</p>

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	<p>Specific content has been missed (shape/geometry, measure, fractions) , leading to gaps in learning and stalled sequencing of learning. 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 Ready to Progress and GL 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. EGPS specific knowledge has suffered, leading to lack of fluency in writing. Those few who have maintained writing throughout lockdown are less affected, however those who didn't write much have had to work additionally hard on writing stamina and grammar skills. Phonics in EYFS and Year 1 were affected despite the provision of video resources. Additional phonics input has had to be put in place to increase the pace of this recovery.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject however we had several children who accessed minimal reading material and were not supported by their families to engage with this. The provision of online reading material for KS1 helped parents access suitably matched books whilst children in KS2 were able to use books at home through the Accelerated Reader scheme. 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. Children who do not receive support at home have been disproportionately affected (both pupil premium and non PP children)</p>
Non-core	<p>There are now significant gaps in knowledge in some areas of the curriculum – whilst foundation units were provided on line, some families did not access these meaning that some children have missed learning on whole units or skills. 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 quality first teaching:</u></p> <p><i>The 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.</i></p> <p>Use of Jane Considine The Write Stuff approach to Writing in order to improve the quality of vocabulary used , techniques in writing and writing stamina</p> <p>Use of Jane Considine Hooked on Books approach to Reading in order to improve reading comprehension across the school</p>	<p><i>Additional time for teachers to implement and review the recovery curriculum documents in order to ensure that missed content is woven into the curriculum this year.</i></p> <p><i>Purchase of further manipulatives to support all classes as needed</i></p> <p><i>Purchase of resources to support the implementation of The Write Stuff</i></p> <p><i>Purchase of resources to support the implementation of Hooked on Books</i></p> <p style="text-align: right;">£150.00</p>			
<p><u>Teaching assessment and feedback</u></p> <p><i>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.</i></p>	<p><i>Purchase GL Assessments in Maths , English and Science (KS2 only) Complete end of unit tests in Maths, end of term assessments in EGPS, Reading and Spelling from Rising Stars</i></p> <p style="text-align: right;">(£)621.96</p>			
Total budgeted cost				£ 771.96

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 improved understanding of identified key performance indicators in Maths. These KPI's will be identified from the Ready to Progress Tests.</p> <p>Identified children will have 1 : 1 phonics tuition to close significant gaps in phonics due to transfer from other schools where these children have not had these gaps identified</p> <p>Identified children will have handwriting support to develop their fine motor skills and letter formation to match that of their peers</p>	<p>Additional teaching input in small groups grouped by ability (ARE or GDS) in order to secure the KPI's needed for children to achieve their potential (£)2000.00</p> <p>TA teaching input daily</p> <p>TA teaching input 3 times a week – individual attention</p>			
<p><u>Intervention programme</u></p> <p>Catch-Up Numeracy and Number Stacking, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p>Intervention is identified and purchased. Staff s are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data). (£)50.00</p>			
<p><u>Extended school time</u></p> <p>Identified children are able to access a weekly catch-up club (1hr per week). 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.</p>	<p>The cost of snacks for the children is made available.</p>			
Total budgeted cost				£2821.96

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?

<p><u>2Supporting parents and carers</u></p> <p><i>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.</i></p> <p><i>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></p> <p><i>Children in EYFS have access to maths manipulatives to support off line learning as well as more independent learning.</i></p>	<p><i>Spelling Shed will be purchased so that children can practise spellings at home. Likewise Mathletics and Times Tables Rockstars will be purchased so that children can practise maths at home.</i></p> <p style="text-align: right;">£30.71</p> <p><i>Paper based packs made up for children who can not access online learning.</i></p> <p style="text-align: right;">£30.00</p> <p><i>Packs of manipulatives and activity ideas made up to support practical activities in maths</i></p>			
<p><u>Access to technology</u></p> <p><i>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.</i></p> <p>Provision of extra laptops and ipads to support access to learning materials whilst in school. Extra provision also allows older laptops to be loaned out to families in need.</p>	<p><i>Spare laptops offered to families struggling to access online technology due to a number of siblings needing access simultaneously or a total absence of technology at home</i></p> <p style="text-align: right;">£200.00</p>			
<p><u>Summer Support</u></p> <p>NA</p>				
Total budgeted cost				£ 3854.29
			Cost paid through Covid Catch-Up	£3760
			Cost paid through charitable donations	£0
			Cost paid through school budget	£94.29