

Catch-Up Premium Plan

Chuckery Primary School

Summary information

School	Chuckery Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£32,160	Number of pupils	402

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

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

Maths	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 have fallen behind. Standardised score data from age appropriate tests taken in Dec 19 and Sept 20 indicates 2.3 point drop in KS2 and a 7.2 point drop in KS1. Using the Sept 20 data, there is a 2.2 point drop between standardised scores and FFT 20 predicted scores in KS2 and a 5.1 point gap between Sept 20 standardised scores and FFT 20 predicted scores in KS1
Writing	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. 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.
Reading	Although children accessed reading during lockdown they have lost some of their fluency and ability to understand text at a deeper level. Comparisons of standardised score data from age appropriate tests taken in Dec 19 and Sept 20 indicates a 3.3 point drop in KS2 and a 12.2 point drop in KS1. Using the Sept 20 data, there is a 2.8 point drop between standardised scores and FFT 20 predicted scores in KS2 and a 7.2 point gap between Sept 20 standardised scores and FFT 20 predicted scores in KS1.
Non-core	There are now gaps in skills and knowledge because, despite teachers adapting mini-adventures so the children could access the learning at home, not all of them had the resources and technology to allow this to happen. Children have also missed out on the curriculum experiences e.g. trips, experiences and visitors that would ordinarily allow them to contextualise their learning.

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	Impact (once reviewed)	Staff lead	Review date?
<p><u>Quality First Teaching:</u> Teaching will be focussed on the needs and gaps of individual children in the essential skills (reading, writing and maths) based on robust assessment information</p> <p>Essential skills will be contextualised in the mini-adventures the children are being taught Children will have access to the full curriculum</p> <p>New to career teachers will be strongly supported to plan and deliver high quality lessons that meet the needs of the children</p>	<p>Baseline assessment in essential skills Sept 2020. Assessment information used to identify cohort and individual specific gaps. Staff supported to identify target children and to plan a programme of targeted support to break down barriers to learning. Teaching and support staff to receive QFT training from Cadmus Inclusion Service (Nov 20) focussing on meeting the needs of individual children</p> <p>A full curriculum will be in place from Sept 2020 that supports the development of essential skills. Children will be supported to receive and present information using age appropriate skills.</p> <p>Phase and senior leaders to be available to support all teachers to meet the needs of the children with a particular focus on the support and development of new to career teachers</p>		<p>AMc/SP/SK</p> <p>NT, SP, MC, LH</p> <p>MC</p>	<p>Dec 2020</p> <p>Feb 2021</p> <p>Dec 2020</p>
<p><u>Assessment and feedback</u> Teachers will have and use information that identifies gaps and barriers to learning for each child</p> <p>Children will have specific targets and teachers will understand what the catch-up will look like</p> <p>Target children to have been identified and appropriate support and additional provision to be in place</p>	<p>Children to sit July 20 reading and maths tests in Sept 2020. Outcomes (standardised scores) to be compared with Dec 2019 and FFT 20 predictions for each cohort and individual</p> <p>The aim for every child is for them to achieve a standardised score in line with their FFT 20/ Dec 2019 score by July 2021.</p> <p>Every child to be rated as red (fallen significantly below the mean average of the cohort) amber, (fallen below the mean average of the cohort) or blue (in line with the mean average of the cohort). Action plans for red and amber children to be put in place with focus on wider barriers to learning and disadvantaging factors for red children.</p>		<p>AMc, SP</p> <p>AMc, SP</p> <p>AMc</p>	<p>Oct 2020</p> <p>July 2021</p> <p>Feb 2021</p>

Teachers will use effective assessment for learning in their lessons to identify the next steps for individuals and then use this information effectively	Senior and middle leaders to support teachers to focus their in-lesson assessment on the individual needs of pupils rather than the cohort.		JP	Feb 2021
<u>Transition support</u> Appropriate transition practice will ensure the children are able to access the next stage of their education with a particular focus on the EYFS – KS1 transition process	Year 1 staff to work with the EYFS leader to develop the Year1 environment and provision to meet the needs of the children. Making the provision child ready rather than expecting the children to fit into an inappropriate Year 1 model.		JP, LH	Feb 2021

ii. Targeted approaches				
Desired outcome	Chosen approach	Impact (once reviewed)	Staff lead	Review date?
<u>Focussed additional provision and intervention</u> Identified children will have significantly increased rates of reading fluency and understanding. They will be able to comprehend reading better as a result of being able to read at pace with better understanding. They will be confident readers and dips in reading attainment will be negated. Identified children will have significantly increased rates of understanding in maths. They will be able to demonstrate understanding rather than be process driven.	A reading mentor will be appointed through the Teach First mentor programme to provide specific focussed support. Additional support staff appointed/allocated Phase and Senior leaders and SENCo available to deliver additional provision A maths mentor will be appointed through the Teach First mentor programme to provide specific focussed support. Additional support staff appointed/allocated Phase and Senior leaders and SENCo available to deliver additional provision		JP, NT JP, IB	Feb 2021 Feb 2021
<u>Extended school time</u> The attainment of those identified children improves and effect of lockdown is further negated. Parents are supportive of the club and understand the identification process.	Identified children will receive additional 1:1 focussed support sessions during the Easter holiday April 2021.		JP	July 2021

iii. Wider Strategies				
Desired outcome	Chosen approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home where necessary. A policy will be in place that outlines what will be put in place. Home-learning activities will be appropriate and balanced 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.	All teachers and then children to be trained on using Google Classrooms in school. 3 sessions of learning will be available per day. Children will also have access to Purple Mash for additional activities.		FP	Feb 21
	2-day home-learning paper packs to be printed and distributed where requested. Further packs available on request.		Class Teachers	Feb 21
<u>Access to technology</u> Children have access to appropriate technology that will allow them to access on-line learning. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	Families to be surveyed (parents' evening Sept 2020) to ascertain how many have appropriate access to on-line learning Additional IT equipment and Sim cards to be sourced for families without on-line access		JP	Feb 21
				Feb 21
<u>Summer Support</u> NA				
Breakdown of Costs Cost of additional Staffing to release Phase leaders - £15,587 Cost of additional support staff to deliver additional provision – £20,558 Cost of academic mentors (on costs) £3000		Cost of Catch up provision		£39,148
		Cost paid through Covid Catch-Up		£32,160
		Cost paid through school budget		£6,998