

Catch-Up Premium Plan

Walsden St Peter's CE Primary School

Summary information					
School	Walsden St Peter's CE Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£ 13 680	Number of pupils	171

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 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 are quite simply, 'behind'.
Place value and number has not been affected as much as fractions and decimals.

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.
Spelling in specific years groups has suffered – specifically suffix endings and some key words.

Reading 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 less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.

Non-core 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.

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Small group tuition</u> Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated. Identified children will have no gaps in maths learning and will make good progress across the key stage. Any specific learning missed will be taught. Any dips in attainment will be negated.	<p><i>An experienced teacher will deliver quality first teaching targeted at specific gaps in learning to targeted children in reading, writing and Maths – 2 days a week.</i></p> <p><i>Autumn & Spring Term only (£11,687)</i></p>		RM	Feb 21
<u>Intervention programme</u> An appropriate numeracy and reading intervention, such as Reading rocketeers, supports those identified children in reinforcing their understanding of comprehension and phonics.	<p><i>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></p> <p><i>(£150)</i></p>			July 21
				Ongoing
			Total budget cost	£11,837

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> 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. 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>Additional online learning resources will be available, such as Oxford Owls to support children reading at home. Likewise, Times Tables rock stars will be used so that children can increase maths fluency at home.</i> <i>Home-learning paper packs are printed and ready to distribute for all children who do not have access to online learning. Stationery packs are to be organised for children to take home when home-learning occurs.</i> (£500)		All staff	Feb 21
				Feb 21
<u>Access to technology</u> 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. Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<i>School have repurposed 5 laptops to distribute to children who have no access to technology at home. They are to be used to further support online access to resources for the children accessing extended school time.</i> <i>School to set up Google classroom as a learning platform. Teachers to deliver online sessions using Google Meet. All classes to deliver Google classroom familiarisation lessons.</i>			Feb 21
				Feb 21
			Total budgeted cost	£500
		Cost paid through Covid Catch-Up until March 2021		£7980
		Cost paid through school budget until March 2021		£5007
			Total cost	£12,987