

Catch-Up Premium Plan 2020-2021

Cranwell Primary School

Summary information					
School	Cranwell Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£27,200	Number of pupils	353

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, leading to gaps in learning. These skills have to be taught first before moving onto new content therefore the teaching of the objectives for some year groups has been delayed.</p> <p>There has been a decline in recall of basic number skills particularly in UKS2 where recall of multiplication tables has suffered. Whilst Arithmetic skills remain good, reasoning and problem solving has suffered.</p>
Writing	<p>Basic skills have been maintained during lockdown but higher level skills have been affected, particularly with spelling, punctuation and grammar.</p>
Reading	<p>Children have read during the lockdown period and so fluency is maintained however understanding and comprehension have been affected. We have also noticed a dip in phonics skills in the younger children.</p>
Non-core	<p>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 etc.</p>
Foundation Stage	<p>Many children in this cohort have not been in a nursery setting for many months and this has had a direct impact on the behaviour of the children starting at the beginning of the academic year.</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 teaching and learning</u></p> <p>A 'Catch-up' curriculum has been written to ensure that all of the missed areas have been incorporated into this year's learning objectives.</p> <p>Purchase of an on-line learning platform in case of isolation of individuals or bubbles</p> <p>Additional technology for teaching assistants to support teachers with on-line learning</p>	<p>Dedicated time for curriculum lead to support staff with strategies to blend missed learning objectives £300</p> <p>E-Schools learning platform purchased £750. Staff training given</p> <p>Laptops £3500 (matched funding from school budget)</p>			<p>Feb 21</p> <p>Feb 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>The assessment timetable has been adjusted to ensure that the school can measure pupils' attainment and progress in relation to other year groups.</p>	<p>Curriculum release for assessment co-ordinators</p>		<p>SC</p>	<p>On-going</p>
<p><u>Transition support</u></p> <p>New children joining the school are assessed immediately and allocated to SEND or intervention groups if necessary.</p> <p>Pastoral Support is provided for children returning to school to support mental wellbeing after isolation</p>	<p>Baseline assessments for all new pupils.</p> <p>All TAs trained in basic ELSA techniques and support materials provided to each class. Time allocated for class TAs to support children after isolation due to a positive individual or family member. £1500</p>		<p>RH/SC</p> <p>Class TAs</p>	<p>Ongoing</p> <p>On-going</p>
			Total budgeted cost	£ 6050

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition (SEND)</u> Identified children will have access to intervention groups to improve attainment in reading, maths and SPAG. Support will also be given with pastoral support programmes – SMILES etc	See individual timetables for groups Each class has two afternoons of intervention support from a qualified class TA – this individual should be a member of staff from their dedicated bubble. £18,000		NO/SB	Feb 21 Feb 21
<u>Intervention programme</u> Underachieving children in each class are identified and given extra intervention support			Class teachers	July 21
<u>Extended school time</u> School gates are opened at 8.40am to allow for a staggered /earlier start to the school day allowing all children extra time within the school day.	Additional hours for TA support in class or on the gate. Children are expected to use this time to review their work and do additional learning. £3,000		Class teachers	Feb 21
Total budgeted cost				£21,000

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> 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.	Packs for home learning are available for those who need it. £150		Class teachers	On-going

<u>Access to technology</u> During the catch-up extended school provision, children can access additional devices.	Extra laptops are applied for through the Government scheme for those children who do not have access to technology at home.		CW	Feb 21
			Cost paid through Covid Catch-Up	£27,200