

Catch-Up Premium Plan 2020 - 2021

St Nicholas C of E Primary School

Summary information				
School	St Nicholas C of E Primary School			
Academic Year	2020-21	Total Catch-Up Premium	£6800	Number of pupils
				103

Context

When pupils started back in September, many children returned to the classroom after 6 months of learning from home. Children were able to access home learning provision during this time, and as a school we provided support with materials online and off-line to ensure continuity of learning. The wider educational offer of schools cannot be fully replicated at home, and in particular learning behaviours and social skills have become as much of a focus in our 'recovery curriculum' as closing the learning gap.

This document aims to provide a summary of the additional support and resources we intend to implement in order to help close gaps created by the wider Covid-19 responses and school closure.

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	
Overall Impact of Lockdown	On return to school, children's mental health and wellbeing has been a focus alongside closing learning gaps which have arisen. Children's overall ability to learn and show resilience and determination has been affected by increased anxiety around return to school and feelings of insecurity around their own achievements.
Maths	Specific content has been missed, leading to gaps in learning. Some children's fluency and basic skills in maths have been affected as they missed out on the frequent daily rehearsal of these. Due to the complex nature of reasoning and problem solving, this element of maths was not able to be covered as it would in school, with frequent maths talk used and explanations modelled.
Writing	Since returning to school in September 2020, we have noticed that writing stamina has suffered due to lockdown. In addition, some basic skills have slipped as has fine motor skills in the youngest children. Teachers have prioritised knowledge and understanding of the technical aspects of writing, and ensuring basic skills are revisited across year groups.
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, in some cases teachers have noted that 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. The bottom 20% of readers have been disproportionately affected due to the closure of libraries and the unavailability of books within the household. The mechanics of reading remains a focus as well as fluency, inference and deduction.
Non-core	We are aware that some significant gaps in knowledge are evident across the year groups due to missed content. As a result of lockdown, planned curriculum units were not able to be taught, and children have also missed out on curriculum enrichment experiences, e.g trips, visitors and powerful curriculum moments.

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?
<u>Supporting great teaching:</u> Science and non-core curriculum will be planned with increasing detail and consideration for how pre-	<i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be</i>		HR	April 21

<p>requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports</p>	<p>required to facilitate the additional PPA. (covered inhouse)</p> <p>Purchase additional manipulatives where necessary. (£600)</p>		KM	Apr 21
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a clear understanding of what gaps in learning remain and use this to inform whole class teaching approaches as well as personalised learning.</p>	<p>Teachers to be allowed non-contact time to assess and plan from starting points</p> <p>Covered in-house</p>		HR	July 21
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with have an opportunity to become familiar and confident with the setting before they arrive. SEND children will have the opportunity for virtual and transition visits before September 2020</p>	<p>Teachers and SENDCo to communicate regularly with these groups to ensure a smooth transition. Regular follow up communication.</p> <p>Phone calls by Nursery and Reception teachers.</p>		HR/SW/	Ongoing
Total budgeted cost for Teaching and Whole School Strategies				£600

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 fluency. They will be able to comprehend reading better as a result of being</p>	<p>Class teachers released to provide personalised learning 1-1 within the school day (£4000)</p>		HR	April 21

<p>able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p> <p>Identified children will have a secure grasp of number facts and arithmetic skills as appropriate to their year group.</p> <p>Identified children to 'secure' ELG.</p>	<p>Daily learning sessions provided over 6 week blocks 30 min a day</p>		<p>HR</p>	<p>April 21</p>
<p><u>Intervention programme</u></p> <p>An appropriate reading intervention supports those identified children in reinforcing their inference and deduction skills as well as the mechanics of reading.</p> <p>Catch up phonics groups across R-Yr2 grouping children by need.</p>	<p><i>Accelerated Reader used to improve reading skills, stamina and engagement across KS2</i></p> <p><i>1-1 and small group tuition by teaching assistants, planned for by teachers before and after school and for phonics session in morning. (£2000)</i></p>		<p>HR</p>	<p>July 21</p>
<p><u>Pastoral Support for Pupils</u></p> <p>Some pupils have struggled to return to school and the impact of lockdown has been felt significantly. Support will be put in place to enable their structured return to school and learning.</p>	<p><i>Through additional Home School Link Worker sessions, pupils feel well supported and will settle calmly into school life</i></p> <p><i>(£2400)</i></p>		<p>HR</p>	<p>Ongoing</p>
<p>Total budgeted cost for Targeted Approaches</p>				<p>£9000</p>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u>	<p><i>Weekly newsletters promotes links to wellbeing for families, and within school wellbeing of staff and students is promoted.</i></p> <p><i>Classdojo is used regularly to engage and support parents.</i> (£0)</p>		HR	April 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.	<p><i>Generous donations of pre-owned laptops and cash donations for new equipment. (£0)</i></p> <p><i>Updating the school wifi access to allow technology to be better used to support learning. (Academy Central support)</i></p>		HR	April 21
			Total budgeted cost for Wider Strategies	£0
			Overall budgeted cost	£9000
			Cost paid through Covid Catch-Up	£6800
			Cost paid from school budget	£2200