



## Catch-Up Premium Plan Old Church C of E (C) Primary School

Summary information					
<b>School</b>	Old Church C of E (C) Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£32,400	<b>Number of pupils</b>	405

### 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
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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

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

<p>should use this document to help them direct their additional funding in the most effective way.</p>	<ul style="list-style-type: none"> <li>☐ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>☐ Supporting parent and carers</li> <li>☐ Access to technology</li> <li>☐ Summer support</li> </ul>
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## Identified impact of lockdown

<p><b>Maths</b></p>	<p>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'. 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 Baseline Puma Assessments.</p>
<p><b>Writing</b></p>	<p>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. Children are now really struggling with the stamina to write.</p>
<p><b>Reading</b></p>	<p>Children accessed reading during lockdown. This was done through Purple Mash Activities, CPG Tasks and Owl Learning. 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. The bottom 20% of readers have been disproportionately. Our Key Stage 1 children have struggled particularly with their phonic recall and our Year 3 children have gaps because they did not finish the Phonics curriculum.</p>
<p><b>Non-core</b></p>	<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 and powerful curriculum moments. They will also have missed out on our enrichment afternoons where we teach children basic skills in cooking, sewing, woodwork etc. This also allows children to apply their skills in the classroom setting.</p>



ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
1-to-1 and small group SUPPORT FOR Children's mental health and behaviour support	A Behaviour support specialist and Inclusion specialist have been employed for 20 sessions to work with children, who have been identified as struggling with their anxiety and behaviour due to lockdown. This involved them being on site from the first day back so that proactive intervention could be put in, which particularly supported families.		AH	Feb 21
	<b>(6,500)</b>		SR	Feb 21
<b>Total budgeted cost</b>				<b>£6,500</b>

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. This will support parents/ carers who struggle with technology. This is particularly some working parents who use Grandparents as their support bubble  Children have access to appropriate paper-based home-learning if required so that all can access learning	<b><i>Home-learning paper packs are purchased and ready to distribute for all children.to take home when home-learning occurs.</i></b>		FS SB EH AH	Feb 21
	<b><i>This is to support the home learning which is set on Purple Mash, Marvellous Me or Google Classrooms</i></b>  <b>£2,500</b>			Feb 21

irrespective of ability of child/parent to navigate the online learning.				
<p><u>Access to technology</u></p> <p>During the catch-up Key Stage 1 are using iPads to accelerate Phonics, this is through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers have 2 sets of Ipads to enable them to deliver Phonic lessons. This also support teachers to train children to use Ipads in the event of Home Learning. Teachers can then facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><i>Purchase 15 Ipads, 1 trolleys and cover. This will enable the staff to use 30 ipads for Phonic lessons without sharing. These can now be used by the children to support the curriculum. They can also be leant to parents to support home-learning if needed.</i></p> <p><b>£5,394</b></p>		DC	Feb 21  Feb 21
				£7,894
<b>Total budgeted cost</b>				
			<b>Cost paid through Covid Catch-Up</b>	<b>£17,894</b>
			<b>Part cost</b>	<b>£14,106</b>
			<b>Cost paid through school budget</b>	<b>£47,600</b>