

Catch-Up Premium Plan

Ashchurch Primary School

Summary information					
School	Ashchurch Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£10,560	Number of pupils	132

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	<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'.</p> <p>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 arithmetic assessments and observations during the first weeks back in school.</p>
Writing	<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. In Y1, a large proportion of children have forgotten how to form letters and to write their names.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. The reading at home focussed on de-coding rather than comprehension skills. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't has widened.</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 and powerful curriculum moments.</p>
SEMH	<p>The mental health and wellbeing of some children has deteriorated significantly.</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 great teaching:</u></p> <p>The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Pupils have significantly more time being taught by a teacher. Quality first teaching will mean they will make faster progress, closing the gaps created by lockdown.</p>	<p>Implementation of Learning Means the World Curriculum for non-core subjects. 1 x mapping day for SLT 1 x training day for all teaching staff Purchase of planning and resources.</p> <p>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</p> <p style="text-align: right;">£2950</p> <p>Additional teacher x3 mornings in Y1 as this year group missed a significant proportion of their Reception year before going into Y1 and need to re-establish routines, behaviours for learning as well as addressing gaps in early language, reading and Maths.</p> <p>Additional teacher x1 day in Y3/4 to support those children who have joined KS2 from year 2 without the usual transition arrangements or KS2 assessments. Robust baseline needed. Children in Y4 need to re-establish behaviour routines and be supported to be ready for UKS2.</p> <p style="text-align: right;">£7000</p>		<p>SR</p> <p>RG</p>	<p>July 21</p> <p>April / May 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Ashchurch Primary have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>Purchase of SchoolCloud software to facilitate video 'home visits' with new Reception intake who are unable to attend the usual 'stay & play' sessions' and meet with the EYFS teacher / TA in their homes.</p> <p style="text-align: right;">£300</p>		<p>NH</p>	<p>October 21</p>

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 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.</p>	<p>Daily 1:1 reading with targeted children in KS2.</p> <p>TA additional hours to carry out reading groups / phonic work / comprehension twice a week with children from Year 1 and Year 2.</p> <p>£1200</p>		EB	June 2021
<p><u>Intervention programme</u></p> <p>An appropriate reading/phonics intervention supports those identified children in reinforcing their understanding of early reading, addresses gaps in knowledge and secures rapid progress.</p>	<p>Purchase of 10 x Nessy licenses for 10 children identified across KS2 with significantly low reading and spelling ages.</p> <p>£250</p>		MW	July 21

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>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.</p> <p>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.</p>	<p>Additional online learning resources will be purchased, such as:</p> <ul style="list-style-type: none"> • Oxford Owl • EdShed • TTRockstars • Spag.com • Showbie <p>Paper packs printed and stationary provided where necessary.</p> <p style="text-align: right;">£1500</p>		SR	May / June 2021
<p><u>Wellbeing and mental health support for children</u></p> <p>Children and parents will have ongoing support for their wellbeing in and out of school.</p> <p>For children to feel valued and have a listening post where their concerns can be managed effectively.</p>	<p>1 x TA to be trained as an ELSA.</p> <p>ELSAs help children and young people learn to understand their emotions and respect the feelings of those around them. They provide the time and space for pupils to think about their personal circumstances and how they manage them.</p> <p>Following training, identified children to take part in 1:1 and group sessions. Trained ELSA to disseminate ideas, strategies and resources to the wider staff team.</p> <p style="text-align: right;">£595</p>		NK	July 2021
		Cost paid through Covid Catch-Up		£10560
		Cost paid through school budget		£3535
		Total budgeted cost		£13795