



Catch-Up Premium Plan

Spaldwick Community Primary School

Summary information					
School	Spaldwick Community Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£7,520	Number of pupils	94

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 <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. However, children still have an appetite for maths and lockdown has not affected their attitudes to learning. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills, 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.
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 in KS1 have significant gaps in their phonic knowledge.

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>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 children to understand key concepts.</p> <p>To work safely within the current limitations children will have access to high quality outdoor learning opportunities that move learning on.</p>	<p><i>Purchase additional manipulatives for each class.</i></p> <p><i>(£1000)</i> <i>(£1000)</i></p> <p><i>One member of staff is trained to deliver Forest School.</i> <i>(£2000)</i></p>		LW	April 21
<p><u>Teaching Assessment and Feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this knowledge to provide targeted feedback.</p>	<p><i>Teachers are given additional release time to work with children providing 1-1 feedback. (11 afternoons across KS1 & KS2)</i></p> <p><i>(£1000)</i></p>		LW	July 21
			Total budgeted cost	£ 5000

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-1 and Small Group Tuition</u> Identified children in KS1 will have significantly increased rates of writing stamina and will be able to write independently. They will be confident writers and dips in writing attainment will be negated.	<i>Teachers are given additional release time to work with small groups to target next steps in writing. (11 afternoons across KS1 & KS2)</i> <i>(£1000)</i>		RB	April 21
<u>Intervention Programme</u> An appropriate numeracy intervention, such as Success @ Arithmetic – Number Sense, supports those identified children in reinforcing their understanding of basic maths skills and application of number.	<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> <i>(£775 + £450 supply cover)</i>		LW	July 21
<u>Extended School Time</u> Identified children are able to access a weekly phonics club and the children pass the phonics screening check. Parents are supportive of the club and understand the identification process. Identified children are able to access a weekly catch-up club. The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.	<i>The Year 1 Teacher will identify up to 10 children within the class that require additional intervention. The cost of a teacher per club (x1 a week) and snacks for the children is made available.</i> <i>The Year 5/6 Teacher will identify up to 10 children within the class that require additional intervention. Year 6 in Spring 1 and Year 5 in Spring 2. The cost of a teacher per club (x1 a week) and snacks for the children is made available.</i> <i>(£1000)</i>		LW	April 2020
			Total budgeted cost	£3225

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.	<i>Additional online learning resources will be purchased, such as Bug Club to support children reading at home. Likewise, Spelling Shed will be purchased so that children can practise spellings at home.</i> £350 £150		RB	April 21
<u>Access to Technology</u>				£500
Total budgeted cost				£8725
			Cost paid through Covid Catch-Up	£7520
			Cost paid through charitable donations	£1000
			Cost paid through school budget	£205