

Catch-Up Funding Premium Plan - 2020-21

Summary Information

School	Bernard Gilpin Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£32,480	Number of Pupils	406

Guidance

Children 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.

(The school has allocated additional funds from the delegated budget/ Pupil Premium Grant to support Catch Up strategies and interventions)

Use of Funds

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.

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.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

We know that we have the professional knowledge and expertise to ensure that children recover and get back on track. Returning to normal educational routines as quickly as possible will be critical and our School Development Plan is central to this.

EEF Recommendations

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

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for Maths. Lockdown has not affected their attitude however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered - children are not able to recall addition/ subtraction facts, times tables and have forgotten once taught calculation strategies. This is reflected in formative assessments.</p>
Speaking & Listening	<p>The number of Reception pupils entering school with speech and language concerns has increased. Pronunciation, sentence construction, understanding and the general ability to speak in sentences are the main areas of concern.</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. Grammar, punctuation and spelling, plus handwriting 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.</p>
Reading	<p>Some 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 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.</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. educational visits, visitors and powerful curriculum moments. Physical fitness of the children has also suffered. Pupils have also needed more support pastorally as they have had to reform friendship groups and become part of the school community once more.</p>

Catch Up Funding Premium Priorities

Priorities	<ol style="list-style-type: none">1. Formative assessments identify gaps in learning which will be addressed through quality first teaching.2. Identified pupils will receive targeted support to further their learning3. Develop remote education so that it is integrated into school curriculum planning to ensure all pupils have equal access. (Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of local or national restrictions).4. Promote a positive attitude to physical health and well-being.
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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:</u></p> <p>Non-core subjects will be planned and consideration given to prior knowledge which will be taught alongside new learning so that knowledge gaps can be reduced.</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>(Cost already allocated in the existing budget)</p>	<p>Curriculum review complete.</p>	<p>Head of Standards (HOS)</p> <p>Subject Leaders</p>	<p>March 21</p>
<p><u>Supporting assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Staff CPD led by HOS on the forms of formative assessments. Use existing assessments.</p> <p>Phonics tracked by Reception and KS1 staff.</p> <p>(Cost already allocated in the existing budget- through Pupil Premium funding)</p>	<p>CPD complete.</p> <p>Phonics tracking on-going.</p>	<p>HOS</p> <p>English Team</p>	<p>March 21</p>
<p>To improve standards in reading.</p>	<p>Embed the revised reading timetable across the whole school and utilise new reading resources (Lexia, Reading Plus and reading books).</p>	<p>Lexia and Reading Plus CPD complete.</p> <p>HMI Reading CPD complete.</p> <p>Main Causes of Reading Difficulty Ce3PD complete.</p>	<p>HOS</p> <p>English Team</p>	<p>March 21</p>
<p>Total budgeted cost (catch up funding)</p>				<p>£20,230</p>

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 will have significantly increased rates of reading fluency and improved reading comprehension.	Additional opportunities for pupils to read daily plus 1:1 or as a small group with class teacher or TA. Reading across all curriculum subjects where appropriate. (Cost already allocated in the existing budget)		HOS English Team Class Teachers TAs	July 21
<u>Intervention Programme</u> Maths and English teacher-led interventions to address gaps in learning.	Class teachers are to be released in order to deliver high-quality targeted Maths and English interventions (covered by subject specialists).		HOS Maths/ English Team	July 21
<u>Additional Class Support</u> Year groups identified via assessments to access additional support from a teaching assistant. The attainment of the pupils in those year groups improves and the effect of lockdown is becoming negated.	Additional TA deployed for identified year groups to provide targeted support.		HOS	July 21
Total budgeted cost (catch up funding)				£10,750

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents/carers</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents/carers to engage with the activities, affording the children greater independence and increasing the likelihood that parents/carers can sustain home-learning.	Additional online learning resources will be developed, such as White Rose Hub, Oak National Academy and BBC Bitesize. Likewise, pupils will be supported in using all existing online resources.	100% of children working remotely accessed home learning. 100% of DfE provided devices (56) were distributed and used effectively. 100% of children learning remotely were tracked effectively by class teachers and Head of Standards. 100% of children learning remotely were supported by the year group teachers (via email, telephone request or live chat). 80% of children learning remotely showed high levels of engagement.	HOS	March 21
<u>Parental/Carer Engagement</u> Parents/carers are kept informed about their child's progress and what they are learning.	Communication with parents is extremely important. Parents are reminded of the ways to communicate with the school. The school has ensured parents are kept informed in the following ways: <ul style="list-style-type: none"> ● Telephone calls ● Newsletters ● Microsoft Teams ● Email 	100% of children learning remotely were supported by the year group teachers (via email, telephone request or live chat). Additional support provided by SMLT where appropriate.	HOS DSL SENDCo Class Teachers	March 21
Total budgeted cost (catch up funding)				£1,500

Total cost paid through Covid Catch-Up	£32,480
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