



Catch-Up Premium Plan

Berkswell CE Primary School

Summary information						
School	Berkswell CE Primary School			Number of pupils	205	
Academic Year	2020-21	Total Catch-Up Premium	£16,640	Autumn - £4,160	Spring - £5,547.36	Summer - £6,932.64

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 funding is being released each term and schools will need to plan accordingly.</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	It is clear through assessing Maths across the Autumn term that there has been a range of learning experiences over lockdown, the gaps have been identified, through both summative and formative assessment. Key concepts have been reviewed across the term from the previous year's learning. Although children have a positive attitude towards maths, many children are clearly working below their age related expectation. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This has to be a focus for learning particularly in the autumn term, it is clear that the catch-up in this area will take some time.
Writing	Children 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 were less engaged in their learning during lockdown are showing significant gaps in a range of areas.
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 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. Work needs to focus on developing reading skills, particularly inference skills.
Phonics Spelling	EYFS and KS1 have been revisiting previously taught phonics phases and identifying gaps in phases from previous year groups. As with other areas there are large gaps dependent on the amount of home learning that has taken place. Year 2 have completed the KS1 phonics assessment during November. A Spelling Recovery Plan has been completed to support children with the patterns they have missed from previous years,
Non-core	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 other enrichment opportunities.
Social and Emotional Well-being	It has been observed as expected, that children have returned to school after having a range of lockdown experiences. They are also suffering from ongoing anxieties linked to COVID. This will have an obvious impact on their learning.

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 subject will be planned with a view, where possible, for knowledge to be taught alongside new learning so that knowledge gaps can be reduced. Science units that have been missed will be addressed across this year.</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>		LO LB	Feb 2021
<p><u>Teaching 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>Purchase and implement the NFER Standardised Assessments test. Complete termly tests and record assessments to identify gaps an on Insight to track performance.</p> <p style="text-align: right;">£1500</p>		LO LB	Jan 2021
<p><u>Social and Emotional Support</u></p> <p>Children who are experiencing anxiety are given the opportunity to have access to 1:1 support across the year to minimise the impact on learning.</p>	<p>Proportionate contribution to the CFM role. 1:1 meetings with children experiencing anxiety. Identification of funding support for impacted families, signposting of support.</p> <p style="text-align: right;">£4,418</p>		SW TD	Feb 2021
Total budgeted cost				£ 5,918

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review
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				date
<u>1-to-1 and small group tuition</u> 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. Focus group work for GAPS and writing to increasing accuracy and fluency in writing. Catch-up spelling, following school Spelling Recovery Plan.	Teacher directed intervention, teaching assistants to deliver and feedback to the class teacher. Ensure all classes have Teaching Assistants, daily for English and Maths sessions as well as identified intervention time outside of these sessions.		LB ST	Feb 2021
<u>Intervention programme</u> An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number. Bespoke interventions will be delivered by both teachers and teaching assistants	An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently. £1000 resources £8,572 TA cost		LO	Feb 2021
Total budgeted cost				£9,572

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	Current purchased resources can be used, identification of further resources to support on-line learning.		HP TD	Feb 2021

<p>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 style="text-align: right;">£650</p> <p>Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</p> <p style="text-align: right;">£500</p>			
<p><u>Access to technology</u></p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>Teaching laptops have been updated in order to ensure home learning can be carried out effectively.</p> <p style="text-align: right;">DFC - £5,862</p>		<p>HP TD</p>	<p>Feb 2021</p>
Total budgeted cost				£7,012
			Cost paid through Covid Catch-Up	£16,640
			Cost paid through DFC budget	£5,862
				£22,502