

Catch-Up Grant Plan

Summary information					
School	College Town Primary School				
Academic Year	2020-21	Total Catch-Up Grant	£39200	Number of pupils	512

Guidance	
<p>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.</p> <p>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 Year 6.</p> <p>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.</p>	
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"> <input type="checkbox"/> Supporting great teaching <input type="checkbox"/> Pupil assessment and feedback <input type="checkbox"/> Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> One to one and small group tuition <input type="checkbox"/> Intervention programmes <input type="checkbox"/> Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supporting parent and carers <input type="checkbox"/> Access to technology <input type="checkbox"/> 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.</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.</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. 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 affected.</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>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

1. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Review date
<p><u>Supporting great teaching:</u></p> <p>Subject leaders have, and continue to monitor the 'missed' learning within their subjects across the school. Programmes of study have been carefully evaluated to ensure that POS for each key stage are covered. Subject leaders have identified the knowledge which has been missed and planning for year incorporates the 'missed' learning. This strategy will help to secure that all children from Yr1 – Yr6 are exposed to the full POS for each respective area of the National Curriculum.</p> <p>Allow teachers to provide feedback to pupils on return from isolation/remote learning.</p> <p>Additional support staff across the school to support teaching where needed.</p> <p>To support the children who missed their Nursery and FS2 learning in the spring and summer term additional resources to support early reading and mathematical understanding have been purchased to enhance the learning environment to support this area of their learning.</p> <p>In addition staffing ratios have been increased in FS2 as it was evident that our youngest children were not able to access the continuous provision to maximise and practise skills independently.</p> <p>Pupils with SEND (with outside agency involvement) to receive 1-1 support and feedback during any lockdown or self-isolation from the SENCO each week via Teams.</p>	<p><i>Release for teachers to identify and plan non-core subjects.</i></p> <p><i>(£1000)</i></p> <p><i>Release time for teachers</i></p> <p><i>(£2000)</i></p> <p><i>Additional TA support from September 2020 – July 2021.</i></p> <p><i>(£13300)</i></p> <p><i>Purchase additional manipulatives for EYFS/KS1 initially.</i></p> <p><i>(£1000)</i></p> <p><i>Increased staffing from November 2020 – July 2021</i></p> <p><i>(£4500)</i></p> <p><i>Ad hoc 1-1 feedback / support SEND sessions</i></p> <p><i>(£1000)</i></p>		<p>Feb 21</p> <p>Feb 21</p>

<u>Teaching assessment and feedback</u> 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.	<i>Immediate feedback / support sessions with Teaching Assistants in school and after school, additional support staff hours required</i> (£1000)			July 21
<u>Supporting and developing QFT</u> The role of the Teaching and Learning Lead has been extended to support NQTs from 2019-20 as well as inducting and supporting new NQTs into a school environment which is very different to their prior experience. In addition all new teachers have lost at least a term in class where they can develop their craft.	<i>Additional release / support for NQTs and 19-20 NQTs</i> (£6000)			
Total budgeted cost for Teaching and Whole-School Strategies				£29800

2. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)		Review date
<u>Support for Year 2 Classes Core Subjects</u> Current Year 2 have been identified as being further behind in their learning than other year groups. Crucial building blocks from Year 1 required to develop learning further were missed. Additional targeted learning in English and Maths will enhance learning and ensure they reach their expected targets for their respective ages at the end of the year.	<i>Additional teacher four mornings a week from Jan. three classes will be split into four classes for English and Maths.</i> (14000)			
<u>1-to-1 and small group tuition for reading</u> For children identified from Year 6 where reading fluency is inhibited due to over reliance or poor on phonic decoding additional reading opportunities will ensure that they gain increased confidence and fluency promoting good comprehension in line with their respective ages.	<i>Supported homework club from January 2021 to May 21 during normal school day but at the end of year 6 staggered day (2.30-3.15)</i> <i>CPG books purchased for use</i> (£700)			April 21

For Year 6 children who have been identified as not being on track to achieve their reading and maths SATS additional teacher led sessions over the holiday period in February and April to secure secondary readiness for these pupils.	Teacher led Year 6 study/ Catch Up weeks Feb Half Term & Easter (£2400)			Feb & April 2021
<u>Intervention programme KS1 & KS2</u> Rapid reading, daily priority reading and CPG revision books will be used as an additional and different resources for identified children.	Priority readers KS1 & KS2 to target the lowest 20% of readers in each year group. Additional staffing required plus additional Rapid reading books required. (£2000)			May 21
<u>Extended school time to close mathematical gaps</u> Identified children are able to access a three times weekly catch-up maths club (2.25 hours per week). The confidence and attainment of those children identified children should improve and the effect of lockdown to become less apparent. Parents are supportive of the club and understand the identification process.	48 children across Year 3 – Year 6 From October – June Additional teachers and support staff required to carry out after school homework clubs. (£8000) Additional resources, eg CGP books (£2100)			May 21
Total budgeted cost for Targeted Approach				£29200

3. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)		Review date
<u>Supporting parents and carers</u> Children will have greater opportunities to access online learning at home. Home-learning opportunities will not always require parents to engage with the activities,	Additional software resources purchased for home access.			March 21

affording the children greater independence and increasing the likelihood that parents can sustain home-learning.	(£900)			
Subsidised CGP books for home use	<i>Subsidised CGP book bundles provided for home learning</i>			March 21
	(£1500)			
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.	<i>Purchase additional resources as required</i>			
	(£500)			
Total Budget Cost for Wider Strategies				£2900
Total budgeted cost				£61900
	Cost paid through Covid Catch-Up			£39200
	Cost paid through school budget			£22700