



Catch-Up Premium Plan Caedmon Primary School

Summary information					
School	Caedmon Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£24,800	Number of pupils	345

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 teacher baseline assessments.</p>
Writing	<p>Children have missed 'units' of learning which build progressively on prior learning. They have lost essential practising of writing skills. SPAG specific knowledge has suffered and handwriting skills have also been affected, leading to lack of fluency in writing. Children evidently didn't write much during lockdown and have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Skills such as using a dictionary and a thesaurus have been revisited with pupils due to lack of accessibility to these resources at home.</p>
Reading	<p>Children access to reading during lockdown will have been variable due to the number and appropriateness of the books available in the home. Although phonics and reading activities were provided, children are less fluent in their reading and the gap between those children that read widely (who are in the minority) and those children who don't is now increasingly wide. The youngest pupils have suffered most due to phonetically plausible books being unavailable in the home and lack of technology and support from parents to access the Oxford Reading Tree online resources.</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)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<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><i>Teacher summative assessments – medium term planning for mathematics and English highlighted red, amber, green to identify gaps in learning. English and maths subject leaders created catch-up curriculum plans for 2020-21.</i></p> <p>(£0)</p>		SH/SB	July 21
<p><u>Transition support</u></p> <p>Children who are joining Reception from our Nursery and children who are joining Year 1 from our Reception class have an opportunity to settle back into a familiar setting and gain confidence within the setting before they transition into their new year group.</p>	<p><i>Reception children remained in Nursery for a period of 4 weeks and were taught by familiar staff from the previous academic year.</i></p> <p><i>Year 1 children remained in Reception for a period of 4 weeks and were taught by familiar staff from the previous academic year alongside their new teachers – this created an extremely high pupil : staff ratio.</i></p> <p>(£0)</p>		SH/EC	End September 2020
			Total budgeted cost	£ 0

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition: reading</u></p> <p>Identified children will have significantly increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at an increased pace</p>	<p><i>An experienced teacher has been employed from 12.10.20 – 26.3.21.</i></p>		SH/HF/SD	Nov 20 and review at

without spending all of their working memory decoding. They will be developing readers and dips in reading attainment will be negated.	<p><i>This teacher is working across Years 2, 1 and Reception meeting the needs of the cohorts.</i></p> <p><i>Baseline data has been used to identify specific children in each year group for intervention. This is on a 1:1 or small group basis dependent upon the identified need.</i></p> <p><i>The catch-up teacher will become an integral part of the KS1 and EYFS teams and will work closely alongside Caedmon staff to plan and evaluate the programme.</i></p> <p><i>EYFS – focus on maths only.</i></p> <p><i>Year 1 and 2 – focus on phonics, writing and maths.</i></p> <p style="text-align: right;">(£24,800)</p>			least monthly until Feb 21
<p><u>1-to-1 and small group tuition: mathematics</u></p> <p>Bespoke mathematics tuition, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>				
<p><u>1-to-1 and small group tuition: writing</u></p> <p>Bespoke writing tuition, supports those identified children in reinforcing their understanding of basic writing skills and their application.</p>				
Total budgeted cost				£24,800

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 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><i>2 week home-learning paper packs are printed and ready to distribute for all children. Exercise books (1 per child) have been purchased and set aside for children to take home when home-learning occurs.</i></p> <p style="text-align: right;">£2000</p>		SB	Feb 21
Total budgeted cost				£2000
Cost paid through Covid Catch-Up				£24,800

Additional costs from school budget	£2000
Total Cost of Catch-up	£26,800