

Summary information

School					
Academic Year	2020-21	Total Catch-Up Premium	£13,440	Number of pupils	167

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

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](#).

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

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.

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

<p>Maths</p>	<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'. 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>
<p>Writing</p>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GPS 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>
<p>Reading</p>	<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 in some year groups.</p>
<p>Non-core</p>	<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>Supporting great teaching</u></p> <p>Teachers will receive a comprehensive programme of CPD particularly for the core subjects. This is to ensure that not a moment of potential learning is lost due to well-designed and reflective lessons.</p>	<p>Integra CPD package for English and Maths</p> <p>Partner school (Ramsbury English Hub) support for Early Reading (Phonics). Training, access to a Phonics accredited trainer and follow up school visits in order to determine the impact and next steps.</p> <p><i>Integra package funded centrally by Academy Trust Ramsbury English Hub Early Reading, funded by the DfE</i></p>		<p>Headteacher</p> <p>English Team</p>	Termly
<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 future planning. This will ensure not a moment of potential learning is lost.</p>	<p>Purchase of NFER tests to be used at the end of Term 2/4/6.</p> <p>£612</p>		<p>Headteacher</p> <p>English Team</p> <p>Maths team</p>	Term 3/5/6
TOTAL BUDGETED				£612

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p>Identified children will show through assessment that the gap has narrowed in Phonics / Reading / Writing / Maths following additional support in class. [Specific activities are cohort specific]</p>	<p>To provide additional Teaching Assistant support for specific year groups where there are a number of children who are not on track to make good progress. This will mean that either the Teaching Assistant or Teacher can support these groups.</p> <p>Term 2 onwards, to be reviewed termly.</p>		<p>English, Maths teams, SENco</p>	End of Term 2/3/4/5/6
<p>Identified children will show through assessment that the gap has narrowed in Phonics / Reading / Writing / Maths following additional 1:1 and group support. [Specific activities are cohort specific]</p>	<p>To provide addition phonics/Reading/Writing support for those children who have not yet secured or are not on track to meet the standard required for their year group</p> <p>Term 2 onwards, to be reviewed termly.</p>		<p>English, Maths teams, SENco</p>	End of Term 2/3/4/5/6

Children who are less confident with Maths concepts will benefit from pre-teaching in order to raise confidence by giving them additional subject knowledge ahead of main class lessons	To provide pre-teaching for children who are working below the expected standard for their year group. Term 2 onwards, to be reviewed termly.		Maths teams, SENco	End of Term 2/3/4/5/6
Children who are less confident will benefit from a 1:1 conversation with their class teacher in order to emphasise and explain crucial next steps. This will impact future learning.	To provide 1:1 feedback from the class teacher on work produced and agreeing with them next steps and support needed as necessary. Term 2 onwards, to be reviewed termly.		English, Maths teams, SENco	End of Term 2/3/4/5/6
TOTAL BUDGETED – 10 hours/week [Based on 18.7 weeks]				£9685.48

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Access to technology</u> To improve the access to consistent devices in the event that a Class bubble is sent home. To provide access to a device in the event that a child has to isolate due to Coronavirus (if needed) To improve access to computer hardware in school, providing a laptop for each child in class, rather than sharing, providing a consistent type of device. This will accelerate progress in Computing.	To be purchased during Term 2 and set up ready to be used by Term 3 at the latest. Staff training on Chrome books during Term 3 £4675.44 Purchase of Chromebooks, licences and installation.		LM / SR	Termly
			Total budgeted cost	£4675.44
			Cost paid through Covid Catch-Up	£13,440
			Cost paid through school budget	£1532.92
			TOTAL BUDGET	£14972.92