

Catch-Up Premium Plan

The Beeches Primary School

Summary information					
School	The Beeches Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£47880	Number of pupils	585

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
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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.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

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.

- 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

Learning behaviour and resilience have been identified by staff as important areas to work on with the pupils.

Children have lost stamina and fluency in writing and it is evident in assessments that pupils have not maintained writing to the same standard they would have done at school during lockdown. Basic grammar and punctuation (eg capital letters and full stops and the use of commas) has been affected as well as the understanding of grammatical terms (eg Subordinating conjunction). Handwriting is another area which will need addressing.

Despite receiving high quality remote reading lessons and having access to online reading materials, children are less fluent in their reading and the gap between those children that read widely and those children who didn't is now increasingly wide. The bottom 20% of readers and those with SEND have been disproportionately affected by lock-down. Phonics has continued to be taught remotely but work is needed to ensure children meet the required standard at the end of Year 1 and Key Stage 1. Vocabulary development and inference are key areas to continue to develop.

In Maths, specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Recall of basic skills in Maths 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.

There are also 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 and visitors.

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> <ul style="list-style-type: none"> Increased specialist teaching to support vulnerable children to 'catch-up' on key learning. Identified gaps in pupils' knowledge and skills are quickly addressed so that they are able to work within their year group expectations. Children in the early stage of their education, feel secure and confident in their social and emotional development, and make good progress in basic skills. 	<p>Additional KS2 Teacher - £20667.37 Small group intervention within a class bubble address gaps.</p>		WF/DB	July 21
	<p>Additional EYFS Teacher - £6949.60 Additional teacher to work across the whole provision.</p>		JF/WF	July 21

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 Tuition</u></p> <p>Identified children who are ECV or have a parent/carer who is ECV and provide high-quality, one-to-one external tuition to ensure:</p> <ul style="list-style-type: none"> Gaps are address in learning They receive weekly teacher contact Receive a similar provision to their peers so they do not fall behind. 	<p>3 children identified.</p> <p>Weekly tuition from TLC</p> <p>£720</p>		DF/WF	July 21

<p><u>Nufield (NELI)</u></p> <p>NELI is designed to improve language and literacy for children in Reception. (4-5 years)</p> <p>3-5 weekly session delivered to small groups of children</p>	<p>20 week programme running in reception</p>		<p>JF/DVS</p>	<p>July 21</p>
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iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Access to technology</u></p> <p>Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p> <p>All pupils fully access appropriately differentiated learning to meet their specific needs.</p>	<p>All children without a device at home are provided with a Chromebook from which to access their online learning.</p> <p>Chromebooks are available in the classroom to provide a vehicle for which pupils can access differentiated materials such as: recorded phonics lessons, monster SATS, Timetables Rockstars, AR Reader, Bug Club, Numbots</p> <p>£19552.50</p>		<p>DF/WF</p> <p>DF/WF</p>	<p>July 21</p> <p>July 21</p>

		Total budgeted cost	£ 47,889.47
		Cost paid through Covid Catch-Up	£47880