

Catch-Up Premium Plan

Sir John Offley CE VC Primary School

‘With God all things are possible’

Summary information							
School	Sir John Offley CE VC Primary School						
Academic Year	2020-21	Total Catch-Up Premium	£11520	Number of pupils	144	Amount per pupil	£80

Guidance

Children have experienced disruption to their education as a result of coronavirus (COVID-19) and the impact of the lost education may be substantial. Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit, which could affect 42/144 of our children (29%).

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
--------------	---------------------

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 school 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.

The EEF advises the following:

Teaching

- Quality First Teaching
- Pupil assessment and feedback
- EYFS

Targeted support

- Targeted group teaching for Year 5 and 6
- One to one and small group tuition
- Intervention programmes

Wider strategies

- Supporting parent and carers
- Access to technology

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 enjoyment for maths and lockdown has not affected their attitudes.</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 have lost essential practising of writing skills. GAPS specific knowledge has suffered, leading to lack of fluency in writing. There are few children who have maintained writing throughout lockdown and are less affected. Those who evidently didn't write are having 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 in KS2 accessed reading during lockdown more than any other subject and assessments show this has been least affected. 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 didn't is now increasingly wide.</p> <p>However, in KS1 this is not the case and children have been unable to maintain their reading level or progress, possibly due to a lack of suitable reading materials at home. Phonics has also been affected and there is a clear gap between those children who accessed phonics programmes during lock down and those who didn't.</p>
Non-core	<p>During lock down projects were sent home to enable children to access non-core subjects. Where these were completed at home children are showing good knowledge. Where they were not completed there are now gaps in knowledge which will need to be addressed. Children have missed out on the curriculum experiences e.g. trips, visitors.</p>
EYFS	<p>Language has been greatly affected. Children entering Reception are not at the expected standard due to missing vital language acquisition.</p>
Emotional	<p>Many children have struggled during lock down, emotionally and socially. FSM children were provided with food vouchers each week. Emotionally not all children's needs have been met.</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 quality first teaching:</u></p> <p>The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>NQT's will receive additional support and training from mentors and subject leaders.</p>	<p>Additional time for subject leaders to research and plan non-core subjects. Release time and additional cover will be required. (£500)</p> <p>Release time for mentors and subject leaders to observe and support NQT's. (£500)</p>		<p>SW/ES</p> <p>ES/JH/KP</p>	<p>Jan 21</p> <p>Dec 20</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and are using assessment data to support this.</p>	<p>Complete termly standardised tests and Assessment for learning to identify gaps and track attainment.</p>		<p>SW</p>	<p>Dec 20</p> <p>Mar 21</p> <p>June 21</p>
<p><u>Reading books/Phonics</u></p> <p>Provide increased reading materials so that children regain a love of reading and reading can be a focus.</p> <p>Phonics gaps will be addressed and children will make accelerated progress to achieve the expected standard by the end of the year.</p>	<p>Purchase more reading materials so that interventions can take place and children have more variety of books to take home. (£785)</p> <p>Purchase phonics resources to enable phonics to be readily priority. (£345)</p>		<p>SW</p>	<p>Sep 20</p>
<p><u>Disadvantaged Children</u></p> <p>Staff will be trained in how to support DC. The gap between DC and non-DC will lessen.</p>	<p>All staff will receive training (6 module programme) from Challenging Education – Thinking Differently for Disadvantaged Learners.</p>		<p>ES</p> <p>All staff</p>	<p>Sep onwards</p>
Total budgeted cost				£2130

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children, particularly 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 pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.	Daily readers identified. Reading progress tracked. Reading for enjoyment given priority. Interventions for year 2/3 whose reading has suffered the most. Interventions for Year 2 in phonics. (£4250)		All teachers SG SG	Sep 20 Jan 21 Jan 21
<u>Intervention programme</u> NELI is being used as an intervention programme to support Early Language in reception.	Staff are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data). Purchase new iPad to be able to deliver the programme. (£350)		KH/MH	Dec 20
<u>Nurture</u> Target children in need of nurture and provide emotional support for them so that they are able to learn.	Increase the availability of the nurture TA so that incidentals can be picked up daily. Nurture for all of Year 5 who appear to have been affected most as a cohort. Extra resources (£205)		SW/JW/ES	Sep 20
<u>Attendance</u> All children who are able will be in school.	Attendance has been affected due to children self-isolating and worried parents. Employ VIP education (EWO) to support with attendance. (£2000)		SW	Sep 20
Total budgeted cost				£6805

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 will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, enabling the children to have greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>3 tablets will be received as part of DFe allocation, when a bubble has to isolate. These will be distributed to children needing them.</p> <p>Vodafone vouchers ordered to enable children to have data if they need to access learning at home.</p> <p>All children have access to remote learning.</p>	<p>Additional online learning resources will be purchased, Nussy, (£825) Oxford Owls</p>		<p>SW/DA</p> <p>SW</p> <p>SW</p>	<p>Oct 20</p> <p>Isolation</p> <p>Dec 20</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>Google classroom is purchased as part of Dfe offer and all children are able to access it at home and at school.</p>	<p>Purchase 2 new lap tops. (£631)</p> <p>Google classroom installed. Computing lead trained. (£340) All staff trained. (£1190)</p>		<p>AR</p> <p>AR</p>	<p>Feb 21</p> <p>Feb 21</p>
			Total budgeted cost	£2986
			TOTAL COST	£11921
			Cost paid through Covid Catch-Up	£11520
Two extra midday assistants have been employed due to bubble restrictions £5400			Cost paid through school budget	£5801

