 **Catch-Up Premium Plan**

**Hatherop C of E Primary School**

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| **Summary information** | | | | | |
| **School** | Hatherop C of E Primary School | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £6320 | **Number of pupils** | 79 |

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| **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.  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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).  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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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 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 |

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| **Identified impact of lockdown** | |
| **Reading** | 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. |
| **Phonics** | Children in Year 1 and Year 2 have significant gaps in their phonological awareness. This has had an impact on their ability to blend and decode sounds to form words, which in turn has had an impact on their reading and writing. Those who didn’t read frequently during lockdown have been impacted the most. |
| **Maths** | 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 due to the fact that the majority of children were able to access the white rose resources and use the CGP books during lockdown. The gap has widened for those that were unable to engage in the work set.  Recall of basic skills has suffered in some instances the children were not able to recall addition facts, times tables and had forgotten once taught calculation strategies. Again, the gap was obvious between those who had engaged in the home learning and those who didn’t. |
| **Writing** | Children haven’t necessarily missed ‘units’ of learning in the same way as Maths, however they have lost essential practising of writing skills. This has lead to lack of fluency in writing as well as an increased unawareness of grammatical structures. 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. |
| **Non-core** | 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. |

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| **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)** | **Staff lead** | **Review date?** |
| Supporting great teaching:  Identified children read daily to staff to accelerate their reading progress and close gaps.  Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports all learners  For all staff to be able to deliver a writing programme with confidence that will assist with closing gaps as well as challenging those more able pupils | ***Purchase additional reading books to support reading in Year 1 / 2 and 3***  ***£350***  ***Purchase additional manipulatives to support learning in all classes as well as Maths Club***  ***£200***  ***The Write Stuff Training for all staff and resources to support teach £2000*** |  | RH  RH  TH | Feb 21  Feb 21  July 21 |
| Teaching assessment and feedback  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. | ***To use the Nfer Assessments and purchase the analysis tool to support assessment***  ***£100*** |  | DR | July 21 |
| Transition support  Children who are joining school from different settings  or who are beginning their schooling with Hatherop  have an opportunity to become familiar and are confident with the setting before they arrive. | ***An interactive school tour on the website as well as opportunities for parents/pupils to have zoom calls with the staff as appropriate.***  ***Support to develop website costs £200*** |  | RB | Ongoing |
| **Total budgeted cost** | | | | **£ 2850** |

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| 1. **Targeted approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| 1-to-1 and small group tuition  Identified children with significantly gaps in their maths fluency will make accelerated progress so that the gaps in their attainment will be negated. | ***National Tutoring Programme – small group 1:4 tuition, twice a week for 7 weeks***  ***£500*** |  | TH | Apr 21 |
| Intervention programme  Identified pupils will meet expectation in their phonics screening check which will in turn improve their reading and writing.  Identified pupils will use manipulatives confidently to support their maths learning in class.  EYFS/KS1pupils will | ***Floppy’s phonics to be used as an intervention daily during the autumn term for identified pupils. TA to lead the intervention. £150***  ***Lunch time maths club to support a small group of identified children £150***  ***Additional TA support for the spring term to enable teachers to work with small groups of identified children. £800*** |  | RH  RB  RB | Dec ‘20  Dec ‘20  April ‘20 |
| Extended school time  Identified children are able to access a weekly catch-up club (1hr per week 2 x 30 min slots). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process. | ***A teacher will deliver the after -school booster sessions to small groups of identified pupils.***    ***£900*** |  | DR | April ‘20 |
| **Total budgeted cost** | | | | **£ 2500** |

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| 1. **Wider Strategies** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting parents and carers  Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.  Children who need support following bereavement, changing in home circumstances and difficulties at home following the pandemic will be supported through a school ELSA. | ***Additional online learning resources will be purchased, such as Spelling Shed, so that children can practise spellings at home.***  ***£150***  ***To have a trained ELSA on the staff team to support the pupils when needed***  ***Training £600***  ***Annual Supervision costs £150*** |  | TH | July 21 |
| Access to technology  Pupils who are accessing home learning have the ability to access the work set. | ***The school already has a number of chromebooks, including the one provided by the DFE which can be loaned to families.***  ***No cost*** |  | TH | April ‘21 |
| Summer Support  NA |  |  |  |  |
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|  | | **Total budgeted cost** | | **£ 900** |
|  | | **Total Cost paid through Covid Catch-Up** | | **£ 6250** |
|  | | **Contingency** | | **£70** |