

Catch-Up Premium Plan

Summerville Primary School

Summary information					
School	Summerville Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£18, 160	Number of pupils	227

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 many have forgotten once taught calculation strategies. This is reflected in mathematics assessments.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps 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>
Reading	<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</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>Supporting great teaching:</u></p> <p>The foundation subject 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><i>Additional release and cover time for subject leaders to plan and monitor non-core subjects.</i></p>	<p>A bespoke Summerville curriculum is in place for 2021-22</p>	<p>IL</p>	<p>July 21</p> <p>July 21</p>
<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>Purchase PIXL for staff to use resources to assess children, identify gaps in learning and use PIXL therapies.</p> <p>£3000</p>	<p>The impact of lockdown in the Spring Term and covid related disruptions to learning limited the impact of addressing gaps in learning.</p>	<p>CT/LC</p>	<p>July 21</p>
Total budgeted cost				£ 3,000

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p><u>Reading Support KS1</u></p> <p>Children in KS1 make good progress in reading and phonics</p>	<p><i>Additional trained teaching assistant to deliver reading and phonics interventions as well as supporting the daily phonics lesson and guided reading</i></p> <p>£6660</p>	<p>The impact of this was limited due to covid disruptions to childrens' and staff attendance.</p>	<p>LC</p>	<p>July 21</p>

Total budgeted cost				£ 6, 660

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> 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.	<i>Additional online learning resources will be purchased, - SeeSaw, Collins Ebooks, IDL to support children learning at home.</i> £3000	Children were able to access these resources independently from home. When children were in school they were taught how to use these programmes independently including logging in etc.	JJ	July 21 July 21
<u>Access to technology</u> Whilst learning from home all children have access to the appropriate technology to support home learning	<i>Purchased Chromebooks which can now be used by the children to support the curriculum. They can also be lent to parents to support home-learning if needed.</i> £5, 500 (rest funded through DFC)	A large number of children borrowed chrome books during lockdown and when families and bubbles were isolating allowing to access learning from home. Families where there had more than one child working from home particularly benefited from borrowing the chrome books.	MB	July 21
<u>Summer Support</u> NA				
Total budgeted cost				£ 8, 500
				£18, 160