



COVID Catch Up Premium Plan



2020-2021

Summary information

School	Preston Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£ 15360	Number of pupils	218

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). There is a belief that 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
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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.

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 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

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 have forgotten once taught calculation strategies. This is reflected in arithmetic 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. SPAG 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>There was a very different diet of reading for different children, this is also evident in the phonics children have accessed. 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.</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>
Access to technology	<p>The children's experiences have been based in some part due to their ability to access resources, a great deal of which are online resources. We need to consider equity in the access in order to ensure that this is not a barrier to learning.</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>To maximise the time available to provide catch up in the core subjects with effective use of AfL</p> <p>To ensure that long term frameworks for the year are able to be adapted in line with potential school closures</p>	<p>Remodel the school timetable to make use of shorted lessons with constant revisiting (none)</p> <p>Release leaders to write LTF in line with the key objectives needed to ensure progression and revisiting (£1000 release)</p>	<p>Fundamental key learning concepts in Reading, Writing & Maths have been successfully revisited as per revised Med Term plans. This, allied to a comprehensive and well received remote learning offer and a revised 'shorter sharper lessons' timetable, has ensured outstanding progress in all year groups in all subjects (except Y4 boys reading and Y6 boys Maths, where, in both cases, progress has been 'good').</p> <p>Evidence (through ex. books, Seesaw and pupil progress meetings) shows that the majority of pupils are now able to recall number facts, times tables and are much more confident with basic calculation strategies.</p> <p>Pupil progress meetings (April '21) have revealed that the majority children will be in a position to make a successful transition to their respective next year groups in September as the building blocks for progression have been, and continue to be, put in place.</p> <p>Teachers say they feel that they were well supported with planning and other guidance during Sept 2020 to April 2021.</p>	<p>SR</p> <p>SR / DC</p>	<p>Jan 21</p> <p>Jan 21</p>
<p><u>Targeted approaches</u></p>	<p>Purchase of online resources so that learning can continue these being;</p> <ul style="list-style-type: none"> ▪ Reading eggs (£964) ▪ Big cats (£1108) 	<p>The purchasing of these on-line resources allowed for all pupils to engage in appropriate age related learning, thus helping to ensure outstanding progress. Another impact was that the remote and in-school offers matched in terms of quality and content. Even though</p>	<p>FF</p> <p>AR</p> <p>DC</p>	<p>Ongoing</p>

<p>Ensure that any targeted approaches can be continued throughout either individual isolation or bubble popping or full school closure</p>	<ul style="list-style-type: none"> ▪ Mathletics (£964) ▪ White rose (£200) ▪ Reading plus (£1108) ▪ Seesaw (£860) ▪ PSHE scheme (£1712) ▪ Phonics play (£50) <p>To carry out weekly 'tutoring' sessions where staff identify children on a weekly basis those that have struggled and do a 1 hour catch up sessions (£4000 match funded by school)</p>	<p>remote, a broad and balanced curriculum was offered. Mathletics was widely used to back up maths teaching and children say they enjoy the interactive nature of the program. This can now be sustained going forward.</p> <p>Not currently started due to lockdown. To begin May 2021 for Summer and Autumn Term</p>	<p>FF TB SR</p>	<p>Easter</p>
<p><u>Wider strategies</u></p> <p>Ensure fair access for all, purchasing of additional technology and data that will be loaned on a weekly basis</p>	<p>Purchase 30 tablets and Wi-Fi hubs that will be loaned to parents on a weekly basis to access homework and also during any further lockdowns (£4122 match funded by school)</p>	<p>In lockdown from Jan 2021 all families had a device per child when needed. All school devices were issued plus school accessed additional devices from One IT. The purchase of these on-line resources was instrumental in reducing the 'technology gap' evident during the first lockdown. In turn, all pupils were in a position to make progress.</p>	<p>MC</p>	<p>Jan 21</p>
<p>Total budgeted cost</p>				<p>£ 16088</p>