**Catch-Up Premium Plan**

**Plumbland CE School**

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| **Summary information** | | | | | |
| **School** | Plumbland CE School | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium given to school.** | £4400 | **Number of pupils** | 55 |

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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 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](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** | |
| **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 however they are quite simply, ‘behind’.  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. |
| **Writing** | Children’s general ‘spelling’ attainment has definite areas for development. Children haven’t necessarily missed ‘units’ of learning in the same way within writing 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. |
| **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. |
| **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:  Whole school ‘catch up’ programme implemented to focus on the areas of greatest need and those individuals highlighted from the assessments completed. | Headteacher to organise and implement a ‘catch up’ programme across the school based on areas of need and individuals identified. School to appoint a 0.5 teacher for the Spring and Summer term to cover the headteacher’s teaching commitment.  £8,000 |  | CM | Feb 21  Feb 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. | Teachers to adapt their planning and delivery of lessons dependent on the areas of need. |  | NR/ VB | July 21 |
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| **Total budgeted cost** | | | | **£8000** |

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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  TA’s will be used to target individual pupils using white rose maths. Daily reading will be targeted. | ***Additional hours allocated to TAs to deliver a ‘booster’ programme.***  ***£4000*** |  | CM/NR/VB | Feb 21  Feb 21 |
| Intervention programme  Improvements within Reading and comprehension skills. | ***Purchase of Accelerated reader and use within school from Year 2 upwards.***  ***(£1500)*** |  | VB/SS | July 21 |
| **Total budgeted cost** | | | | **£5500** |

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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 have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning. | ***Additional online learning resources will be purchased, to support children learning at home, this will include ‘Showbie’. Spelling Shed will be purchased so that children can practise spellings at home.***  ***£53.48 annual fee Spelling shed***  ***£149.00 annual fee Showbie***  ***2 week home-learning paper packs are printed and ready to distribute for all children. Stationery packs will be prepared and set aside for children to take home when home-learning occurs.***  ***£500*** |  | CM | Feb 21  Feb 21 |
| Access to technology  Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. | ***Purchase 15 ipads and trolley. These can be loaned out to children in the event of home learning.***    ***(£2000 WELL funding to be used)*** |  | SS  SS | Feb 21  Feb 21 |
| **Total budgeted cost** | | | | **£16202.48** |
|  | | **Cost paid through Covid Catch-Up** | | **£4400** |
|  | | **Cost paid through funding not Covid catchup** | | **£2000** |
|  | | **Cost paid through school budget** | | **£11782.48** |
|  | | **Total spending** | | **16,202.48** |