COVID Catch-Up Fund Plan

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| Summary Information | | | | | |
| School | All Saints Upton CE Primary | | | | |
| Academic Year | 2020-2021 | Total Catch-up premium | £16480 | Number of Pupils | 201 |

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| Guidance | | |
| Children and young people across the country have experienced unprecedented disruption to their education as a result of Coronavirus (COVID19). 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 to 6.  As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID19), the grant will only be available for the 2020-2021 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 cohort and circumstances.  To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID19) support guidance 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   * 1:1 and small group tuition * Intervention programmes * Effective deployment of Teaching Assistants   Wider strategies   * Supporting parents and carers * Access to technology |
| Identified impact of lockdown | | |
| Maths | Specific content has been missed leading to gaps in learning. Children still have an appetite for maths and lockdown has not affected their attitudes however they have fallen behind age related expectations in many areas. Recall of basic skills has suffered. Children are not able to recall addition facts, times tables and have forgotten taught calculation strategies. This has been reflected in NFER assessments and daily lessons. | |
| Reading | Although reading was more accessible for families in that it requires less teaching input, some families did not have as much access to additional reading opportunities as others. Children are less fluent in their reading and the gap between those children who read widely and those children who don’t is now increasingly wide. Younger children and less able higher up the school, have forgotten basic phonic knowledge and all children across the school have shown a deterioration in higher order reading skills. | |
| Writing | Children haven’t necessarily missed ‘units’ of learning in the same way as maths, however they have lost essential practising of writing skills. GAP specific knowledge has suffered, leading to loss of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who did not take up as many writing opportunities have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. In addition, handwriting has suffered across the board as a result of variable provision within their homes. | |
| Foundation | There are now significant gaps in knowledge – whole units of work have not been taught ( or only in a very sketchy way) 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 additional curriculum experiences due to lockdown e.g.;trips, visitors, residentials and meaningful presentations of learning. | |

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| Planned expenditure The headings below are grouped into the EEF strategies listed above. | | | | |
| I. Teaching and Whole School strategies | | | | |
| Desired Outcome | Chosen approach and anticipated cost | Impact (once reviewed) | Staff lead | Review date |
| Supporting great teaching  The government Core Concepts for mathematics will be used to identify the key knowledge constructs required to speedily bring the children back up to ARE. Subject leaders will identify key concepts required within their subject areas to allow children to move forward  Presentation of children’s work needs to be brought back up to pre-lockdown standards so that school expectations are reinforced. | Teachers streamline units of work in all areas so that basic core knowledge is prioritised.    No additional cost  Lined books using the schools presentation strategy will be rolled out across all subject areas as opposed to just English.  £981 |  | Subject leads  SLT | December 20 initially  Ongoing |
| Teaching Assessment and Feedback  All teachers will accurately assess children’s current attainment to determine how far they are from the last pre-lockdown data catch (December 2019) and identify common learning objectives which have been affected.  Data catches will take place at the end of each term and will be used to evaluate impact and identify further cohorts of children. | The summer term NFER test from their last academic year will be administered to identify slippage for individuals and learning objectives for the cohort.  No additional cost  Analyse data catch and carry out question level analysis to identify children for intervention programmes and targeted support.  No additional cost |  | JD  JD/AL | Oct 20  Termly |
| Transition Support  Children who are looking to join school next year will be able to have an opportunity to become familiar with the setting before they apply  Children starting Reception will have more time in small groups and with parents before beginning full time school. This will ensure they feel more familiar and confident with the setting. | A video tour of the school is made and shared on the school website.  No additional cost  Reception children will have a more phased approach to the start of school. They will attend with their parents/carers for a getting to know you session before small groups start. The part time lead in sessions will be extended.  No additional cost |  | JD/KW  EB/KC/NM |  |
| Total budgeted cost | | | | £981 |

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| II. Targeted approaches | | | | |
| Desired Outcome | Chosen approach and anticipated cost | Impact (once reviewed) | Staff lead | Review date |
| 1-to-1 and small group tuition  Use National Tutoring Programme to allow identified Year 5 children to access one to one maths tuition. | Identify Year 5 children who were just below Age Related Expectations at Dec 19 but had slipped back by September data catch. Use Third Space Learning for these children to have individual weekly tuition.  Cost £330 |  |  |  |
| Intervention programme  To support identified children in reinforcing reading skills so that rapid progress can be made.  To develop maths skills using a manipulatives programme so that children can made rapid progress towards pre Covid levels of attainment  To use Third Space Learning research programme to allow specified Pupil Premium children in Y6 to have individualised support and make progress in maths.  Improve the communication skills of children entering reception to enable them to access the EYFS curriculum and enhance progress  Provide additional small group tuition for mathematics to be delivered in-house by Maths lead so that which children to be targeted can be as flexible and maximum impact achieved. | Purchase Lexia for 2 years as a whole school reading intervention. Initially roll this out to 10 children in each year group from 2-6 identified from initial data analysis in October.  Cost £2700 ( for 2 years, 50 licences)  Purchase Number stacks intervention programme to be used by teachers and TAs in small group interventions.  Cost £100  Identify children to take part in research project ( 3 allocated places) and then allocate time for in school tuition.  No additional cost  Reception class staff to access the NELI training and deliver the intervention to identified children  Funded by Government  Employ an additional teacher 3 days per week for PPA cover to allow maths lead to lead in-house intervention groups across the school for catch-up    Cost £11,250 |  | KW/AL  JD  JD  JD/AK | Termly  Termly  Termly  On-going |
| Effective deployment of Teaching Assistants  Re-structure existing staffing so that each year group has their own TA within their bubble to allow for in-class interventions and 1:1 support for specific learning objectives. | Children identified for support with specific learning objectives, as well as nurture , may receive additional support from the TA at the direction and supervision of the class teacher.  No additional cost |  | SLT | On-going |
| Total budgeted cost | | | | £14,380 |

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| Iii 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 which they will be able to access independently, reducing the necessity for parents to be supervising, making home learning more sustainable. | Online learning resources will be purchased such as Spelling Shed, TT Rockstars , so that children can practise basic skills at home at an appropriate level.  Cost £500 |  | Teaching Staff | On-going |
| Access to technology  Children can access devices to enable in-class interventions to be carried out at the required times. This should enable them to access lessons and support as and when needed and allow the classes the flexibility they need. | Devices will be purchased for each class so that appropriate interventions may be carried out by the staff during the school day.  10 kindle fires + case + earphones  Cost £650 |  | JD/KW | On-going |
| Total budgeted cost | | | | £ |

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| Teaching and Whole School strategies | £981 |
| Targeted approaches | £14,380 |
| Wider Strategies | £1150 |
| TOTAL BUDGETED COST | £16,511 |