



## Covid-19 Catch-up Premium 2020/21

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### Funding

We will receive our allocation calculated on a per pupil basis (£80).

The funding will be provided in 3 tranches. An initial payment will be made in autumn 2020, based on the latest available data on pupil numbers. A second grant payment will be received in early 2021, based on updated pupil numbers data from the headcount from the October 2020 census. This will also take account of the initial part payment made in autumn 2020, so that school will receive a total of £46.67 per pupil. A further £33.33 per pupil will be paid during the summer term 2021. Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their needs.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by CV-19, the grant will only be available for the 2020/21 academic year. It will not be added to the school's baseline in calculating future years' funding allocations.

### Use of Funds

We should use this funding for specific activities to support our pupils to catch-up for lost teaching over the previous months, in line with the guidance on *curriculum expectations for the next academic year*. (See also *EEF - School Planning Guide 2020-21*). We will have the flexibility to spend our funding in the best way for their cohort and circumstances.

### Accountability and Monitoring

- Report to governors annually on catch up spend & impact in line with catch up priorities
- Report to parents on covid expenditure and impact
- Covid Catch up Premium document posted on school website  
(*DfE Guidance, Coronavirus (CV-19) catch-up premium.*)



## School Overview

Number of children on roll	524
Proportion of disadvantaged children- no	133
Proportion of SEN children – no.	77
Proportion of EAL children – no.	5
Catch-up premium allocation (406 x £80)	£39280
Publish Date	December 2020
Review Date	December 2020, March & June 2021
Created by	Sarah Walker



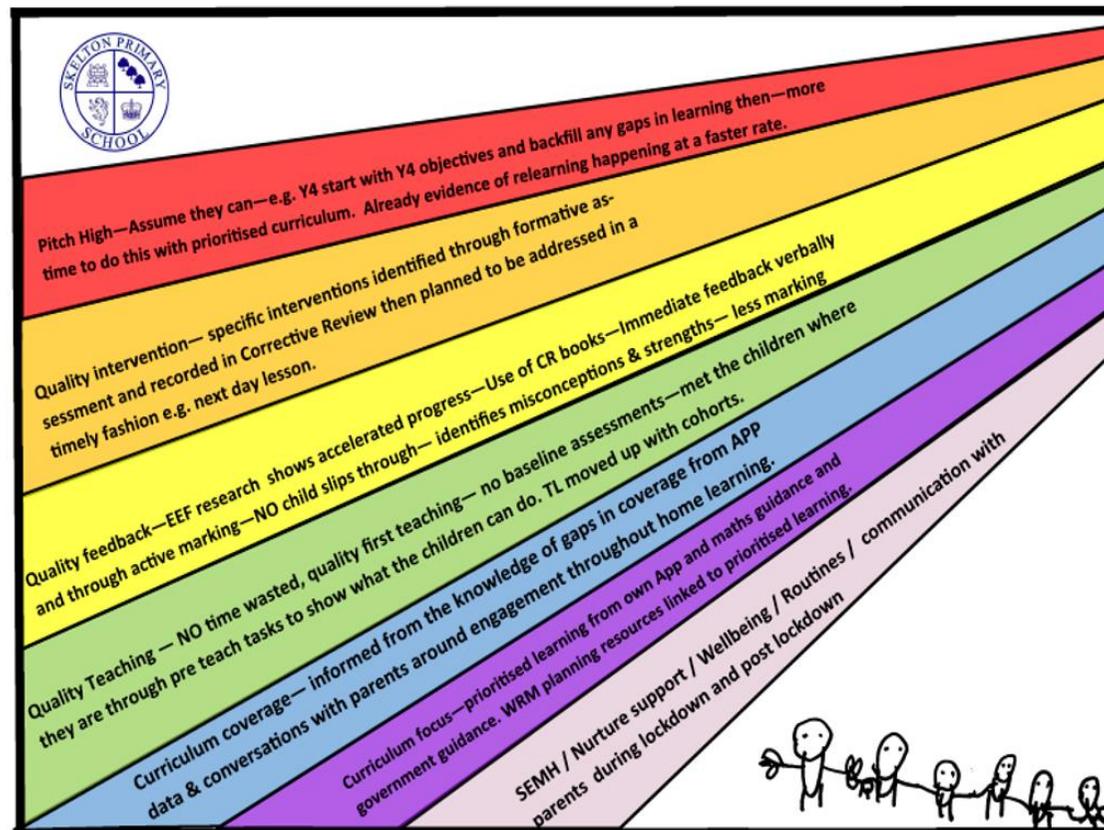
## Context of the school and the rationale for the strategy (with reference to the impact of CV-19)

- During lockdown there were significant variations across the year groups of children engaging with remote learning.
- There was no school based or remote learning during the summer break. From a Senior Leadership point of view this was crucial in terms of teacher workload, and their physical & emotional health. This allowed staff to come back with renewed energy and professional focus, to cope with what is always an intense term, and particularly this year with all the CV-19 guidance to implement.
- Our proportion of disadvantaged children is 33% in line with (national of 22.4%).
- Our proportion of SEN children is 13 ( national of 14.6%). With 13% on SEN Support (74 children) compared to national of 12.8%. With 1% (3 children) on EHCPs compared to national of 1.2%.
- Our current attendance rate at the end of Autumn 1 is 96.3% compared to 94.7% in 2019
- With 35.5% absence due to CV-19 symptoms or self-isolation – 160 children
- With Unauthorised absence at 1.4%, compared to 1.9% in 2019
- The first four weeks of term were spent settling children back into school routines and adjusting to the social expectations of being in a class again.
- Staff are concentrating on teaching reading, writing, maths and PSHE, with other subjects woven into our Big Ideas.
- It soon became apparent that a) children had ‘forgotten’ a significant amount during their time at home, and b) their stamina for concentrating was very much reduced.



### Three Principles underpin our CV-19 Catchup Premium Strategy

1. Whole school teaching Priorities
2. Targeted academic support
3. Wider support





1. Whole school teaching priorities					
	Barrier	Action	Desired outcome	Cost	Impact
a	Lack of stamina to concentrate for sustained periods	<ul style="list-style-type: none"> <li>- Focus on 5Rs esp resilience/ stamina through PSE</li> <li>- Role out new life skills curriculum within weekly timetable for all pupils</li> <li>- Remote THRIVE for individuals</li> </ul>	<ul style="list-style-type: none"> <li>- Improvement in children's confidence and stamina in learning</li> <li>- Class ethos well established to enable support around each child</li> <li>- An increase in children's ability to engage with new learning</li> </ul>	£0	
b	Relearning/ revisiting of lost basic skills	<ul style="list-style-type: none"> <li>- Revised CR books to focus in on next steps for progression in all areas</li> <li>- Revised direct feedback</li> <li>- S.P.S. learning journeys used as planning tool</li> <li>- Remote learning through TEAMS</li> <li>- Writing CPD across school</li> <li>- Purchase IPADs</li> </ul>	<ul style="list-style-type: none"> <li>- More children to reach age appropriate expectations for previous year group and current year group</li> <li>- Children confident to use TEAMS and receive remote support where appropriate</li> </ul>	£70,000	

2. Targeted academic support					
	Barrier	Action	Desired outcome	Cost	Impact
b	Some children have lost key basic skills	<ul style="list-style-type: none"> <li>- Teachers to use CR to revisit prior learning</li> <li>- 1-1 &amp; small group intervention plus additional TA support</li> </ul> <p><u>English skills</u>  <u>PHONICS</u>            Reading &amp; writing alphabet sounds            CVCs, CVCCs, CCVCs, recognise &amp; apply            Esp phase 3/4/5  <u>READING</u>            Find &amp; annotate features of an instructional text            Relative pronouns, fronted adverbials &amp; relative clauses</p>	More children reach age appropriate expectations for previous year group and current year group	£15,000	



		<p><u>Maths skills esp</u>          Comparing &amp; ordering numbers up to 1000          Finding 10/100/1000 more or less from given number          Formal written methods of addition/ subtraction          Counting backwards through 0 to include neg numbers          Equivalent fractions &amp; converting to mixed numbers</p>			
c	Some children have developed increased levels of anxiety	<ul style="list-style-type: none"> <li>- To identify children who have displayed during lockdown, or displaying on their return- increased anxiety about their learning and/or the CV_19 situation</li> <li>- To match identified children with Nurture team members for individual / small group support</li> <li>- Vulnerable list of children to receive additional support to be shared with teachers to maintain home contacts</li> </ul>	<p>Children to demonstrate greater resilience in their learning</p> <p>Children's progress to be in line with their peer</p>	£10,000	

### 3. Wider Support

	Barrier	Action	Desired outcome	Cost	Impact
a	Lack of access to learning devices or internet	<ul style="list-style-type: none"> <li>- To apply for pupil laptops via DfE</li> <li>- To investigate internet support via DFE &amp; LA</li> <li>- Invest in IPADS to significantly increase numbers within school</li> <li>- Invest in improved broadband provision within school to support the new devices</li> </ul>	<p>Children more computer literate &amp; independent</p> <p>More children able to utilise devices to broaden learning experience both in school and at home</p>	<p>£0</p> <p>See 1b</p> <p>£3000 annually</p>	

