



## Catch-Up Premium Plan

Summary information					
<b>School</b>	Catch-Up Premium Plan				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£14,640	<b>Number of pupils</b>	185

Guidance	
<p>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.</p> <p>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.</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will currently only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>	

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 curriculum expectations</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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><b>Teaching and whole school strategies</b></p> <ul style="list-style-type: none"> <li>• Supporting great teaching</li> <li>• Pupil assessment and feedback</li> <li>• Transition support</li> </ul> <p><b>Targeted approaches</b></p> <ul style="list-style-type: none"> <li>• One to one and small group tuition</li> <li>• Intervention programmes</li> <li>• Extended school time</li> </ul> <p><b>Wider strategies</b></p> <ul style="list-style-type: none"> <li>• Supporting parent and carers</li> <li>• Access to technology</li> <li>• Summer support</li> </ul>

Identified impact of lockdown	
<b>Maths</b>	<p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables, place value is less secure and they have forgotten once taught calculation strategies.</p> <p>Specific content has been missed, leading to gaps in learning and stalled sequencing of learning journeys.</p>
<b>Writing</b>	<p>Children have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to a lack of accuracy in writing. Spelling and handwriting have also suffered in addition to a lack of writing stamina.</p>
<b>Reading</b>	<p>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> <p>For those in the lower years, there is an evident lack of phonic knowledge, requiring intervention to close the gaps in knowledge.</p>
<b>Non-core</b>	<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.</p>

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

**Teaching and whole-school strategies**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Start/Review date
<u>Supporting great teaching:</u>  All children will be able to access high quality reading books to support their fluency in reading.	To increase the opportunity for children to access high quality, age appropriate texts we will purchase a whole school subscription to Bug Club. Class teachers can then allocate a range of books that are available to all children remotely or at school. The OECD Report 'Reading for Change' found the difference in reading ability between a child who reads for pleasure for 30 minutes a day and one who never reads was more than a year.  Staff will receive training on allocating books, assessing progress and using the platform to ensure high levels of engagement and interaction.  <b>£1153.99</b>		PF	Start Dec '20  Review July '21
<u>Transition support:</u>  Children who are joining school from different settings have an opportunity to become familiar and confident with the setting before they arrive.	Additional time is made to cover staff to enable virtual meetings with all new starters we are unable to meet face to face and in relation to Reception starters all pre-school providers.  <b>£300</b>		KA	Start Sept '20  Review July '21
<b>Total budgeted cost</b>				<b>£ 1453.99</b>

Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Start/Review date
<u>1-to-1 and small group tuition</u>  Identified children will have significantly increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding.  Identified children will have a solid understanding of place value, tables and number bonds as expected for their age.  Identified children will be able to spell the word lists relevant to their year group and they will know the relevant spelling rules.  Identified children will be able to identify and use the relevant punctuation for their year group.	Identified children will receive 1:1 or small group support depending on need.  Interventions as identified as per Provision Maps  There will be additional hours given to Teachers/Teaching Assistants to focus on closing the gaps  Increased SENCo support time for SEND/Vulnerable Children  <b>£7000</b>		PF/ AK/ CS	Start Sept '20  Review April '21
Total budgeted cost				<b>£7000</b>

Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Start/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.  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 based on the needs of classes/cohorts across all areas of the curriculum  <b>£1000</b>  Home-learning paper packs are printed and ready to distribute for all children. Stationery resources are set aside for children to take home when home-learning occurs. This includes published workbooks and schemes – CGP etc.  <b>£300</b>		PF	Start Sept '20 Review July '21
<u>Emotional Health and Well-being</u>  All staff will receive further CPD to use across all aspects of school life. New strategies will be implemented to support well-being for all stakeholders	North Somercotes CE Primary will participate in a bespoke EHWB Mobilise project led by Kyra Teaching School Alliance.  This will consist of: <ul style="list-style-type: none"> <li>• a 5 PLC project (one year)</li> <li>• A continued focus on EHWB with an additional focus on behaviour working alongside the Restorative Schools project.</li> <li>• PLCs tailored to the needs of the cluster group</li> <li>• Continued support from county agencies and</li> </ul>		KA	Start Sept '20 Review July '21

	services <ul style="list-style-type: none"> <li>Follow-up resources to support CPD and shadow PLCs in school</li> </ul> <b>£700</b>			
<u>Access to technology</u>  During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.  Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home learning with increased capacity to share resources and communicate learning to children.	Purchase 10 new Laptops with sufficient hardware to support blended learning more efficiently. This will enable the existing stock of laptops to be classes.  Laptops can now be used by the children to support the curriculum and interventions in school. They can also be leant to parents to support remote learning if needed  <b>£5000</b>		PF	Start Dec '20  Review July '21
<b>Total budgeted cost</b>				<b>£7000</b>
<b>Total cost</b>				<b>£15453.99</b>
<b>Projected Top-Up from School Budget</b>				<b>£813.99</b>