

# All Saints' CEVC Primary School



## Summary information

<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£ 13739	<b>Number of pupils</b>	174
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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 impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

Schools' allocations are 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

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.

## EEF Recommendations

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

<b>Maths</b>	Where children have missed units of work and where there was varied interaction with the home learning provided during the first national lockdown, children do not necessarily have the level of deep learning and understanding of mathematical processes. In addition, mathematical fluency has regressed for a number of children who are not always able to recall, remember or apply mathematical knowledge and facts, which impacts on their progress and attainment. Cognitive load is also impacted when children are not able to have fluent and confident recall of prior learning and key number skills and knowledge.
<b>Writing</b>	Children's stamina for writing has been significantly impacted during lockdown. This is the area of learning that has been affected by the home learning, where completing writing was one of the more difficult things for parents to support with at home. As well as being a very creative process, children need to acquire, understand and demonstrate a lot of technical knowledge and skills, particularly in their grammar, punctuation and spelling. As a result, the progress that children have made in writing has been very limited with many children not currently achieving age related expectations.
<b>Reading</b>	Whilst many children accessed reading at home, the disparity between what children read and how often has created gaps within cohorts. In addition, although children are able to decode what they read, they are not always able to demonstrate their understanding of what they have read or the vocabulary that they encounter. Although children currently in Year 1 did access phonics over the period when not in school through remote learning and in small groups when school reopened for children in Reception, acquisition and progress have been greatly impacted as a result of lockdown, with most children needing revision of phonics skills and additional support to blend and segment for early reading skills.
<b>Non-core</b>	Although remote learning included the wider curriculum, engagement with learning was not consistent across all families, which means that for some children, whole units of work have been missed. Therefore, it is important to consider the skills and knowledge that were not covered and plan and sequence the curriculum in such a way that the children's learning in the wider curriculum can be supported effectively.
<b>Emotional and Wellbeing</b>	Children's experiences from March will have varied dramatically. Schools are aware of some of the adverse experiences encountered by some families but the impact of these may not be seen initially. Children's return to school has also been incredibly successful. We have many successful initiatives and strategies in place so that we are prepared and able to support the children's emotional and mental wellbeing.

**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	Rationale	Staff lead	Review date?
Improve teaching and learning strategies to deliver greater impact in the classroom and improve quality first teaching.	<p><i>Rosenshines Principles and Tom Sherrington Walkthrus materials to deliver training on high quality teacher instruction and assessment for learning</i>  <b>£350 Walkthrus CPD Programme</b>  <b>£35 Walkthrus Manuals</b>  <b>£30 Rosenshine's Workbooks</b></p>	<p>EEF evidence Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.</p>	CL	End of year
<p>Investment in high quality teaching and learning resources to support class teachers planning and delivery of lessons and support ongoing teaching and learning, including potential remote teaching.</p> <p>Resources to develop a clear understanding of specific gaps in learning</p>	<p><i>Jane Considine unit plans to support writing in KS2</i>  <b>£150</b></p> <p><i>White Rose Premium resources to support a mastery approach during and after lockdown</i>  <b>£100</b></p>	<p>Resources to support writing development in order to address gaps identified on return from lockdown.</p> <p>EEF evidence shows that mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved.</p>	<p>SK</p> <p>SK/RN</p>	End of year
Additional teaching hours attributed to year groups to support teaching, learning and transition.	<p><i>Additional teacher led classroom hours to support children in years 3,4, 5 to address identified gaps, undertake additional reading support and pre teaching</i>  <b>£1185</b></p> <p><i>Additional TA led classroom hours to support children in EYFS – phonics and early reading skills</i>  <b>£2519</b></p> <p><i>Additional TA led classroom hours to support children in KS1 – maths and reading</i>  <b>£1652</b></p> <p><i>Additional TA led classroom hours to support children in KS2 – maths and reading</i>  <b>£2402</b></p>	<p>EEF evidence that small group provision can be effective (+4 months), particularly when led by well-trained leads.</p> <p>EEF evidence that small group provision can be effective (+4 months). Systematic, synthetic phonics teaching is highly effective.</p> <p>EEF evidence that small group provision can be effective (+4 months), particularly when led by well-trained leads.</p>	CL	Half termly
			<b>Budgeted cost</b>	<b>£8423</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Rationale	Staff lead	Review date?
Additional teaching hours to lead small group interventions	<i>Year 2-6 after school teacher led small group/ 1:1 tuition</i> <b>£3678</b>	<i>EEF evidence that small group provision can be effective (+4 months), particularly when led by well-trained leads.</i>	CL	Half Termly
	<i>KS2 groups after school HLTA led Success@arithmetic</i> <b>£465</b>	<i>Children make an average Number Age gain of 14.5 months in 4 months – over 3 times the expected progress with this intervention.</i>	NB	
ELSA time to support emotional needs of identified pupils	<i>1:1 bespoke support to support and address needs identified by parents and teachers</i> <b>£465</b>	<i>EEF evidence that SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of +4 months additional progress on attainment.</i>	NB	Ongoing depending on identified needs
To improve outcomes for children with high level needs.	<i>Additional specialist teaching assistant support for pupils with specific special educational needs.</i> <b>£1582</b>	<i>Use of Dyslexia Outreach resources to support specific learning difficulties.</i>	AS	Half Termly
			<b>Budgeted cost</b>	<b>£6190</b>

	<b>Total catch up costs</b>	<b>£14613</b>
	<b>Cost paid through Covid Catch-Up from DFE</b>	<b>£13739</b>

