



Catch-Up Premium Plan Coberley Primary School

Summary information

School	Coberley Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£5,840	Number of pupils	73

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 year 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

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

should use this document to help them direct their additional funding in the most effective way.	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 carried out as return to school baselines for all pupils.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar, Punctuation and Spelling 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. Those pupils who found reading challenging prior to the lockdown have been disproportionately affected.
Non-core	There are now significant gaps in knowledge – part, or in some cases, whole units of work have not been fully 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 – this impact is ongoing.

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	Impact (once reviewed)	Staff lead	Review date?
<u>Closing foundation subject gaps:</u> Foundation subjects will be planned with increased detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Subject leaders will identify gaps in material taught and will guide the reintegration of this material into the 2020-21 curriculum in order to recover lost ground.	<i>Additional time for subject leaders and teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i> (£1000)		AM	Jan 21
<u>Teaching assessment and feedback</u> 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.	<i>NFER tests to use as a baseline in reading, writing and maths</i> (£1000)		AM	Jan 21
Total budgeted cost				£ 2,000

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?

<u>1-to-1 and small group tuition for reading and maths for pupils most adversely affected by the Lockdown</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. They will be confident readers and dips in reading attainment will be negated. An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.	<i>A dedicated TA from each class, under the direction of the class teacher, will carry out enhanced 1:1 or small group support for pupils identified as most affected by the lockdown in terms of their reading and maths.</i> (£2,500)		AM	Feb 21
<u>Reading Books</u> There are now gaps in the reading scheme as children are not progressing in their usual	<i>Additional reading books to supplement our reading scheme.</i> (£590)			
<u>Google Classroom</u> Costs in setting up Google Classroom and Google Educators course.	(£100)		AM	Feb 21
Total budgeted cost				£3,190

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iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	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.	<i>Additional online learning resources will be purchased, such as Doodle APPS and Spelling Frame to support pupils learning at home.</i> £850		AM	Dec 20
	<i>2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i> £200		AM	Dec 20
<u>Access to technology</u> Children can access additional devices so that they can be provided with additional opportunities to increase reading fluency and independency. Tablets will enable pupils to access Google Classroom at home.	<i>School to purchase 4 tablets for pupils whose parents find supporting their children with reading challenging.</i> £600		AM	Jan 21
Total budgeted cost				£ 1,650
			Total overall cost paid through Covid Catch-Up	£5,840
			Total overall cost paid through school budget	£1,000
			Total overall cost	£6,840