

Catch-Up Premium Plan

Shillingstone CE Primary School

Summary information					
School	Shillingstone CE Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£8,160 (based on 102 pupils x £80) Based on the October 2019 census.	Number of pupils	99 (102 in October 2019)

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 aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. In June 2020, a £1 billion fund for education was announced by the government. Further guidance has now been released (https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium) showing that the money is split between a catch-up premium and a national tutoring scheme. The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census. Shillingstone CE Primary School will be in receipt of £8,160 (102 pupils x £80). The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.	
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 .	The EEF advises the following: Teaching and whole school strategies ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support

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.

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

Maths	Specific curriculum content has been missed and many children have fallen behind. Assessment has identified that basic number skills have suffered and knowledge that they had before the lockdown is no longer secure. The school completed number/arithmetic assessments and arithmetic and number are the key areas of focus for catch-up.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Children have lost their writing stamina and there is a lack of fluency. 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. Phonics – Many Letters and Sounds were not taught due to the lockdown and subsequently children have fallen behind. There is evidence that many children are not secure with the Letters and Sounds that they had learned before lockdown which is due to a lack of practice at home.
Reading	Children accessed reading during lockdown more than any other subject (reading books and reading Eggs/Eggspress). 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.
Non-core	There are now gaps in knowledge because whole units of work have not been taught. Non-core curriculum learning resources were provided to all during lockdown. 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.

Mental health	Children have been very positive about being back in school. However, there are individuals who have gotten used to being at home and not having the stricter routines and timetable that school has and they have found this difficult to adjust back into school. All of the children are working in their bubbles and because of this there is a sense of isolation within the school as children are not able to mix with other from different bubbles.
Behaviour	Children have been very keen to come back to school and whole school attendance has been good since the return. Children's behaviour for learning has been affected as many of them have not had strict routines and learning timetables in place at home. Children are lacking in concentration, particularly for sustainable amounts of time, showing fatigue and tiredness. Individuals are requiring support and guidance in terms of being back together and playing kindly with each other at play and lunch times.

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>Teaching assessment and feedback</u> Teachers to have a clear understanding of the gaps in Maths (number) skills, knowledge and understanding through: Completed assessments using formal testing in Maths (Number). Raw scores being used as Baseline assessment. Re-assessment to map progress. Completed Phonics checks used as Baseline assessment. Regular phonics checks to map progress.	Cornerstones assessments Phonics check resources <i>(Nil cost as already purchased Cornerstones and school has phonics resources)</i>		JWS	End of each term
Total budgeted cost				£ 0

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 tuition</u> Identified children will have significantly increased raw scores in Maths (number) assessments and Phonics Check scores.	1:1 tutors booked for Autumn term 2 nd half (7 weeks) 2 afternoons in KS1 2 afternoons in KS2 <i>(Autumn term 2nd half £2,446)</i> To be booked for Spring tem (13 weeks) <i>(Spring term 1st and 2nd half £4,542)</i> To be booked Summer term 1 st half (7 weeks)			

	(Summer term 1 st half £2,446)			
Total budgeted cost				£9,434
The school will be using some of the Pupil Premium grant to make up for the shortfall in funding from the Catch – up grant.				

	Cost paid through Covid Catch-Up	£8,160
	Cost paid through Pupil Premium grant	£1,274