

Flourish Federation Catch-Up Premium Plan

Summary information					
School	North Elmhai	m VA Primary			
Academic Year	2020-21	Total Catch-Up Premium	£6140	Number of pupils	77

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.

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.

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	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. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.	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

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <u>coronavirus (COVID-19) support guide for</u>	Intervention programmesExtended school time
schools with evidence-based approaches to catch up for all students. Schools	Milden shorts size
should use this document to help them direct their additional funding in the most	Wider strategies
effective way.	Supporting parent and carers
	Access to technology
	☐ Summer support

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.			
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPs specific knowledge has suffered, leading to lack of fluency and resilience 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. The bottom 20% of readers have been disproportionately affected.			
Non-core	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 and powerful curriculum moments.			

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

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed) Staff lead	Review date?
Supporting great teaching: The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.		Feb 21
	1 day per class (£615)		Feb 21
Teaching assessment and feedback 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.	1 staff meeting time per term for analysis of gaps and consequent planning (0)		Feb 21
Remote Teaching support Teachers to have the equipment needed to support teaching remotely	Visualisers which can link to remote teaching bought for each class. (£150.35)		
	(2130033)	Total budgeted cost	£765.35

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
1-to-1 and small group tuition Identified children will have significantly increased rates of reading fluency and prosody. They will be able to	Trusted supply teacher to come into school 2x a week for December and Spring term in order to support progress. This may be as a targeted small group			Feb 21

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.	approach or a a regular cover of whole class where teacher administers approach (£5,350)			Feb 21
Intervention programme 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.	An intervention is identified and delivered through the provision above.			March 21
		Total bu	dgeted cost	£5350

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Supporting parents and carers Children have access to appropriate paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	14-day home-learning paper packs are printed and ready to distribute for all children.		AR	Feb 21
			SM/LH	Feb 21
Total budgeted cos		udgeted cost	£ 25	
		Cost paid through Cov	vid Catch-Up	£6140.25