



## Catch- Up Premium Plan

Summary information					
<b>School</b>	Arnesby CE Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£5680	<b>Number of pupils</b>	71

### 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.

School's 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
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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.

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>	<p>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'.</p> <p>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.</p>
<b>Writing</b>	<p>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 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.</p>
<b>Reading</b>	<p>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 as they have missed interventions that would ordinarily be taking place</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 and powerful curriculum moments.</p>

**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>Supporting great teaching:</u>	Targeted academic support Extra TA hours to work with children outside of year 1/ 2 cohort  <b>(£2366)</b>		NJ	July 21
<u>Transition Support</u>  Overcome the barrier of not being able to visit school site for those wishing to join Arnesby Primary /Little Arks	A virtual tour video of the Little Arks Preschool created to ensure that those joining have an opportunity to become familiar with it.  <b>(£0)</b>		KW	
<b>Total budgeted cost</b>				<b>£ 2366</b>

**ii. Targeted approaches**

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u>  Children would benefit from additional 1:1 sessions will be identified and given 3 opportunities to read with adults in school in addition to existing interventions	13 children identified to receive additional reading support  All staff to read with specific child/children on a weekly basis  <b>(0)</b>		CDH/SS	April 21
<u>Intervention programme</u>  Additional sessions for pupil premium and lower ability pupils	To be delivered by TA three times a week initially starting with Y5 and Y6 in the autumn term, Y1 and Y2 in Spring term and Y3 and Y4 in summer term  <b>( £2000)</b>		SS	
<u>Additional Learning Resources</u>			MC	

Ensure children have adequate books at an appropriate level that can be used at home –promotion of reading for pleasure.	Replenishment of books lost during March 20 school closure. (£297)			
Work books to compliment current teaching practices.	CGP Maths and English books purchased for each child (368.60)			
<b>Total budgeted cost</b>			<b>£2665.60</b>	

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<u>Access to technology</u> Children will make use of technology at home and school to extend their learning and get back on track with recall of multiplication facts and key addition facts  In school, independent online interventions can be accessed	Subscription to TTR and Numbots (£168)  Class set of Headphones for use with online interventions (£ 30 )		JB	
<u>Improvement to school environment</u> New carpets installed to replace lino flooring which been problematic due to the constant scrapping of chairs	New carpets installed in Year 1/classroom (1383)		CDH	
<b>Total budgeted cost</b>			<b>1581</b>	
			<b>Total budgeted cost for all strategies</b>	<b>6612.6</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>5680.00</b>
			<b>Cost paid through school budget</b>	<b>932.6</b>