



# Catch-Up Premium Plan

## Oare C of E Primary School

Summary information					
<b>School</b>	Oare C of E Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£5280	<b>Number of pupils</b>	66

Guidance
<p>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.</p> <p>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.</p> <p>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.</p>

Use of Funds	EEF Recommendations
<p>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 <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> 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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"><li>• Supporting great teaching</li><li>• Pupil assessment and feedback</li><li>• Transition support</li></ul> <p>Targeted approaches</p> <ul style="list-style-type: none"><li>• One to one and small group tuition</li><li>• Intervention programmes</li><li>• Extended school time</li></ul> <p>Wider strategies</p> <ul style="list-style-type: none"><li>• Supporting parent and carers</li><li>• Access to technology</li><li>• Summer support</li></ul>

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. GPS 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 tier of readers have been disproportionately affected.</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?
<p><u>Supporting great teaching:</u></p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports pupil's mathematical understanding.</p>	<p><b><i>Purchase additional place value manipulatives for KS2.</i></b></p> <p><b><i>(£200)</i></b></p>		AD	Feb 21

<p><u>Teaching assessment and feedback</u></p> <p>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.</p>	<p><b>Complete Can Do Maths Ready to Progress tests to identify gaps and termly Remember It tests to track performance. Reading age tests plus YARC reading assessments where appropriate and a piece of unaided writing.</b></p> <p><b>(£250 from school budget)</b></p>		GO	July 21
<b>Total budgeted cost</b>				<b>£200</b>

<b>ii. Targeted approaches</b>				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have improved assessment scores in areas flagged up by baseline testing and in pupil progress meetings TA also reflect an improvement.</p> <p>Identified children will have significantly increased rates of reading fluency and prosody. 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.</p>	<p><b>One day of an additional teaching time for 35 weeks to deliver a range of interventions as identified by baseline testing and Term 1 pupil progress meetings.</b></p> <p><b>(£4580)</b></p> <p><b>TA daily 1:1 reading for identified pupils. Small group reading/phonics sessions delivered 3 times a week. 8 hours a week in total for 10 weeks initially.</b></p> <p><b>(£500)</b> <b>(£420 from school budget)</b></p>		GO	Feb 21
<p><u>Intervention programme</u></p>				

Daily Maths on Track sessions for all pupils supports children in reinforcing their understanding of maths skills and application of number. Gaps in knowledge plugged through the intervention.	<b>Maths on Track bundle purchased to provide a range of resources for class teachers to support all children in daily MOT sessions.</b>  <b>(£575 from school budget)</b>		AD	July 21
<b>Total budgeted cost</b>				<b>£5080</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>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.	<b>Online learning resources will be purchased, such as My Maths and SPAG.com to support children's learning at home. OPS PTA kindly support the purchase of these online platforms.</b>  <b>(£500 from charitable donations)</b>		GO	Feb 21
<u>Access to technology</u>  Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<b>Purchase 7 additional student laptops and 3 teacher laptops. Combined with existing laptop stock, these can now be used by the children to support the curriculum and also to enhance access to remote teaching in the event of a member of staff not being able to be on site. They can also be lent to parents to support home-learning if needed.</b>  <b>( £4117.97 from school budget)</b>		GO	Feb 21
<u>Summer Support</u> NA				

	<b>Total budgeted cost</b>	<b>£ 5280</b>
	<b>Cost paid through Covid Catch-Up</b>	<b>£5280</b>
	<b>Cost paid through charitable donations</b>	<b>£1000</b>
	<b>Cost paid through school budget</b>	<b>£5362.97</b>