

# Catch-Up Premium Plan

## Graveley Primary School

Summary information					
School	Graveley Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£7440 (updated April 2021)	Number of pupils	93
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><b>Teaching and whole school strategies</b></p> <ul style="list-style-type: none"><li>➤ Supporting great teaching</li><li>➤ Pupil assessment and feedback</li><li>➤ Transition support</li></ul> <p><b>Targeted approaches</b></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><b>Wider strategies</b></p> <ul style="list-style-type: none"><li>➤ Supporting parent and carers</li></ul>	

	<ul style="list-style-type: none"> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>
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Identified impact of lockdown	
<b>Maths</b>	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 ongoing formative assessments.
<b>Writing</b>	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.
<b>Reading</b>	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 has now increased.
<b>Non-core</b>	There are now 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)				
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>  Maths and English 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	<b><i>HfL Back on Track English/Maths and EYFS purchased. (HCC will now fund this for small schools)</i></b>  <b><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></b>	Continue following further lockdown	NH	Feb 21
<u>Teaching assessment and feedback</u>  Teachers have a very clear understanding of what gaps in learning remain and use this to inform future planning. Consistent language used across the school to develop meta-cognition, mindsets, developing independence and self-efficacy of pupils.	<b><i>Attend online Assessment Back on Track</i></b> <b><i>Identify assessment champion within the school</i></b> <b><i>Disseminate strategies to all staff within school</i></b>		NH EP	Feb 21
<b>Total budgeted cost</b>				<b>£672</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>  An appropriate maths intervention, linked to Essentials planning, supports those identified children in reinforcing their understanding of basic maths skills and application of number. Gaps in phonic knowledge addressed and rapid progress made where needed.	<b><i>An intervention is identified and purchased. Member of teaching staff employed to deliver the intervention confidently. (No cost in purchasing – included in Back on Track materials)</i></b> <b><i>Funding 2 days supply teaching weekly.</i></b> <b><i>Specific phonic support where needed in KS1.</i></b>		KA JP	Feb 21
<u>Intervention programmes</u>  Personalised support within class under guidance of class teachers.	<b><i>All support staff delivering interventions within bubbles.</i></b> <b><i>Increased hours to allow consistent staffing within bubbles.</i></b> <b><i>Upskilling of staff from outside agencies in order to deliver specialised support.</i></b>		KA	

<u>Extended school time</u>  To provide specialist provision to support pupils with emotional, social and/or behavioural difficulties allowing them to maximise their efforts on learning in the classroom.	<b><i>Identified children are able to access a daily sensory circuit session at the beginning of the day.</i></b>		EP AD	Ongoing
		<b>Total budgeted cost</b>	<b>£14,820</b>	

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.	<b><i>Google classroom will become part of weekly home learning so that all families and older pupils are confident in using and accessing it if a school closure were to occur.</i></b> <b><i>Continue to pay for TT Rockstars, (£201.48) White Rose Maths (£99.00), Marvellous Me (£333.60)</i></b>  <b><i>Weekly home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be allocated for children to take home when home-learning occurs.</i></b>		KA	Feb 21
<u>Access to technology</u>	<b><i>Purchase 15 iPads and a charging station. This will enable the existing stock of iPads to be allocated across KS2 to allow 1 between 2 within class.</i></b>  <b><i>DfE provided laptops can now be used by the children to support the curriculum. They can also be lent to parents to support home-learning if needed.</i></b> <b><i>Monitor use and purchase more if necessary.</i></b>		Class teachers	Feb 21
		<b>Total budgeted cost</b>	<b>£6376.48</b>	<b>£21,868.48</b>

<b>Cost paid through Covid Catch-Up</b>	<b>£7520</b>
<b>Cost paid through charitable donations</b>	<b>£5,500</b>
<b>Cost paid through school budget</b>	<b>£8848.48</b>