

Catch-Up Premium Plan Jesson's CE Primary School



Summary information

School	Jesson's CE Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£27,955 (Sept-April) £47,920 total	Number of pupils	599

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 from Reception through to Year 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

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.

EEF Recommendations

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

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 there are many areas in which the children will find themselves without knowledge. 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 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 increasing.
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. multiple school trips and visitors to the school.

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>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.</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 children with all learning styles.</p>	<p><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></p> <p style="text-align: right;"><i>(£1000)</i></p> <p><i>Purchase additional manipulatives for EYFS/KS1 initially.</i></p> <p style="text-align: right;"><i>(£1000)</i></p>		<p>SLT</p> <p>HG</p>	<p>Feb 21</p> <p>Feb 21</p>
<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><i>Purchase and implement the Rising Stars National Test-style Standardised Assessments suite. Complete termly tests and record assessments on school system to identify gaps and on Insight to track performance.</i></p> <p><i>Purchase of Shine Intervention catch up linked to the outcomes of the test.</i></p> <p style="text-align: right;"><i>(£6000)</i></p>		<p>SLT</p>	<p>July 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Jesson's have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>A 360 interactive virtual tour of Jesson's CE (VA) Primary School is arranged and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining Jesson's.</i></p> <p style="text-align: right;"><i>(£600)</i></p>		<p>SS, DDF, RC</p>	<p>Ongoing</p>
Total budgeted cost				£ 8600

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency through targeted phonics work. 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.	<i>A Reading Fluency Champion will be appointed to lead the project (2 day UPS teacher)</i> £8900		SS	Feb 21
	<i>Additional release time and training to support the delivery of the reading fluency project. Additional PPE (screen) purchased to enable intervention across phases.</i> (£750)		SS	Feb 21
<u>Intervention programme</u> 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.	<i>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i> (£1000)		SLT	July 21
<u>Extended school time</u> Identified children are able to access a weekly catch-up club. The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the additional sessions and understand the identification process.	<i>Pupils in KS1, LKS2 and UKS2 phases will identify 3 pupils in each class, that require additional intervention. Work with an agency (National Tutoring Partnership) 75% subsidy. Children will receive 15 hours catch up tutoring.</i> (3847.50)		SLT	Ongoing
			Total budgeted cost	£14,497.50

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.	<i>Additional online learning resources will be purchased, such as Bug Club to support children reading at home. Likewise, Literacy Shed Plus will be purchased so that children can practise all aspects of English at home.</i> £1500		SS	Feb 21
	<i>Home-learning paper packs are printed and ready to distribute for all children, in all years. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i> £500		SLT	Feb 21
<u>Access to technology</u> During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.	<i>Purchase 30 Chromebooks, 2 trolleys and amend RM SLA to include management of Chromebooks. This will enable the existing stock of laptops to be allocated to pupils. Chromebooks 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> £8400		RM	Feb 21
			RM	Feb 21
<u>Early Years Intervention</u> Due to the restrictions of COVID -19, school to purchase COVID –secure resources to meet the requirements of the EYFS curriculum, in particular providing an enabling environment and experiences to respond to each pupil’s individual needs. This will help to reinforce and understand the importance of physical importance.	<i>School to purchase, an indoor play gym and indoor and outdoor equipment to support the pupil’s interactive and active development, co-ordination, control and movement.</i> £3000		KM	Feb 21
			Total budgeted cost	£36,497.50
			Cost paid through Covid Catch-Up	27,955
			Cost paid through school budget	£8542.50

