



Catch-Up Premium Plan

King Edwin Primary School

Summary information					
School	King Edwin Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£29,600	Number of pupils	370 F2-Y6 (F1 excluded from funding)

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 F2 through to Y11.

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
<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 curriculum expectations for the next academic year.</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 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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown

Maths	<p>Specific content has been missed across year groups. Years 1, 3,4 and 5 were hit hardest as they returned slower than other groups. This has led 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>
Writing	<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>
Reading	<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 impacted.</p>
Non-core	<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> Additional 1-1 and small group teaching required to support gap analysis and internal tutoring.</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. Knowledge organisers implemented alongside 'road/skills maps'.</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</p> <p>Significant loss in Foundation 1 preparedness – 6 months of prior development may mean that children in F2 are not school ready.</p>	<p><i>Increased Teaching ratio - KL maintained (Full time cover across whole school) alongside many student teachers.</i> (£5000)</p> <p><i>Increased adult support to ensure minimal impact upon PPA - KK maintained (cover across KS2) alongside many student teachers.</i> (£2000)</p> <p><i>Purchase/create additional manipulatives for EYFS/KS1 initially.</i> (£500)</p> <p><i>F2 apprentice added to increase numbers in F2 sig. 2 Teachers, 2 TA's and 1 Apprentice TA alongside other student teachers. High ratio of adult to children.</i> (£3000)</p>		<p>ACW</p> <p>AB</p> <p>JS/SS</p> <p>JS/SS</p>	<p>Feb 21</p> <p>Feb 21</p> <p>Feb 21</p> <p>Feb 21</p>
<p><u>Teaching assessment and feedback</u> 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>Implement additional testing suite. Complete termly tests and half termly rapid diagnostic assessment.</i> (£500)</p>		AO	July 21
<p><u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling with King Edwin have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>An interactive virtual tour of KEPS 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 KEPS</i> (£200)</p>		JS/SS	Ongoing
			Total budgeted cost	£ 11,200

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group reading support</u> 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.	<i>Reading Champions created and additional reading opportunities created through additional hours allocated to specific midday supervisors (within bubble)</i> <i>Increased book titles to engage children and develop lost love of learning (300 titles targeted) – Amazon wishlist (Donations from public)</i> <i>(£1000)</i>		CW	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>Thirdspace learning implemented in Year 5 & 6. Specific 1-1 intervention covered for whole year</i> <i>This will include amplified funding due to national 1-1 tutoring discounts (75% of 50% of costs)</i> <i>(£3800)</i>		AO	July 21
<u>Emotional support and ELSA intervention</u> Appropriate support for children struggling with mental health and emotional impact of pandemic will ensure 'readiness to learn' and facilitate transition back to a degree of normality in schools.	<i>Increased provision of 1 full day – Think Children counselling in addition to extra ELSA delivery</i> <i>(£2200)</i>		TR and KM	July 21
<u>Extended school time</u> Identified children are able to access a weekly catch-up club (0.75 to 1 hrs per night). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the clubs .	<i>All phases will identify children that require additional intervention. The cost of a teacher and TA per club (x3 a week). Clubs will vary in delivery and sit alongside voluntary provision to maximise potential learning time.</i> <i>(£4800)</i>		ACW & AW	Ongoing
			Total budgeted cost	£12,800

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>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.</p> <p>Vulnerable children have access to wifi so that all can access learning</p>	<p><i>Additional online learning resources will be purchased, such to support children reading at home. Including safeguarding software.</i></p> <p style="text-align: right;">£800</p> <p><i>Vodafone 30GB Sim Cards x 50 .</i></p> <p style="text-align: right;">£Free</p>		<p>ACW</p> <p>ACW</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Re- Socialisation</u></p> <p>Ensure ‘academic overkill’ is avoided – providing an enjoyable and positive environment for children. Opportunities to socially interact after months of minimal contact with peers.</p>	<p><i>Echo dot in every class, new benches to support socialising, old benches to be relocated in Forest School, Forest School resources (tipi/slides etc.), skipping ropes & footballs , ankle skips, play chalk and playing cards.</i></p> <p style="text-align: right;">£2500</p>		ACW	Feb 21
<p><u>Access to technology</u></p> <p>During the catch-up and extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers and TA’s 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.</p>	<p><i>Additional purchase of Chromebooks. They are to be used to further support online access to resources for the children accessing extended school time.</i></p> <p style="text-align: right;">£1000</p> <p><i>Additional laptops purchased</i></p> <p style="text-align: right;">£2000</p>		<p>LA & ACW</p> <p>LA & ACW</p>	<p>Feb 21</p> <p>Feb 21</p>

<p>Children have devices that enable learning from home in any event that a bubble closes. Children can readily access homework and be encouraged to consolidate learning beyond school hours.</p>	<p><i>Purchase 60 Chromebooks. They can also be loaned to parents to support home-learning. Loan agreements organised with LA Finance team and delivery of at least 70 devices across KS2.</i></p> <p style="text-align: right;">£7000</p>		<p>LA & ACW</p>	
Total budgeted cost				£ 13200
				Total cost of plan
				£37200
				Cost paid through Covid Catch-Up
				£29600
				Charitable donations
				£2000
				School budget subsidy
				£5600