



# 2020/21 Catch-Up Premium Plan



## Key information

<b>Academic Year:</b> 2020/21	<b>Total Catch-Up Budget:</b> £14,750	<b>Total Number of Pupils:</b> 352	<b>Review date:</b> Reviewed termly.
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## Context

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Carlton Mills Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions.

## Guidance

### What is the Catch-Up Funding?

The Government has allocated Catch Up Funding to all schools as they recognise that children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19) and that the aggregate impact of lost time in education will be substantial. The catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19). The funding allocation is calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in Years Reception through to Year 6, the grant will only be available for the 2020 to 2021 academic year.

### How is the funding used?

Guidance states (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) 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 [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.

### **DfE Expectations:**

The DfE sets out the expectations as follows:

1. 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.
2. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.
3. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
4. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
5. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
6. Develop remote education so that it is integrated into school curriculum planning.

### **Identified Impact of Lockdown**

#### **Reading**

Many of our children do not have access to good quality reading material at home. Because of this, 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. As the majority of our children are classed as EAL, English may not have been spoken at home for a large proportion of children.

#### **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. Many children have returned to school with significant regression in their handwriting ability.

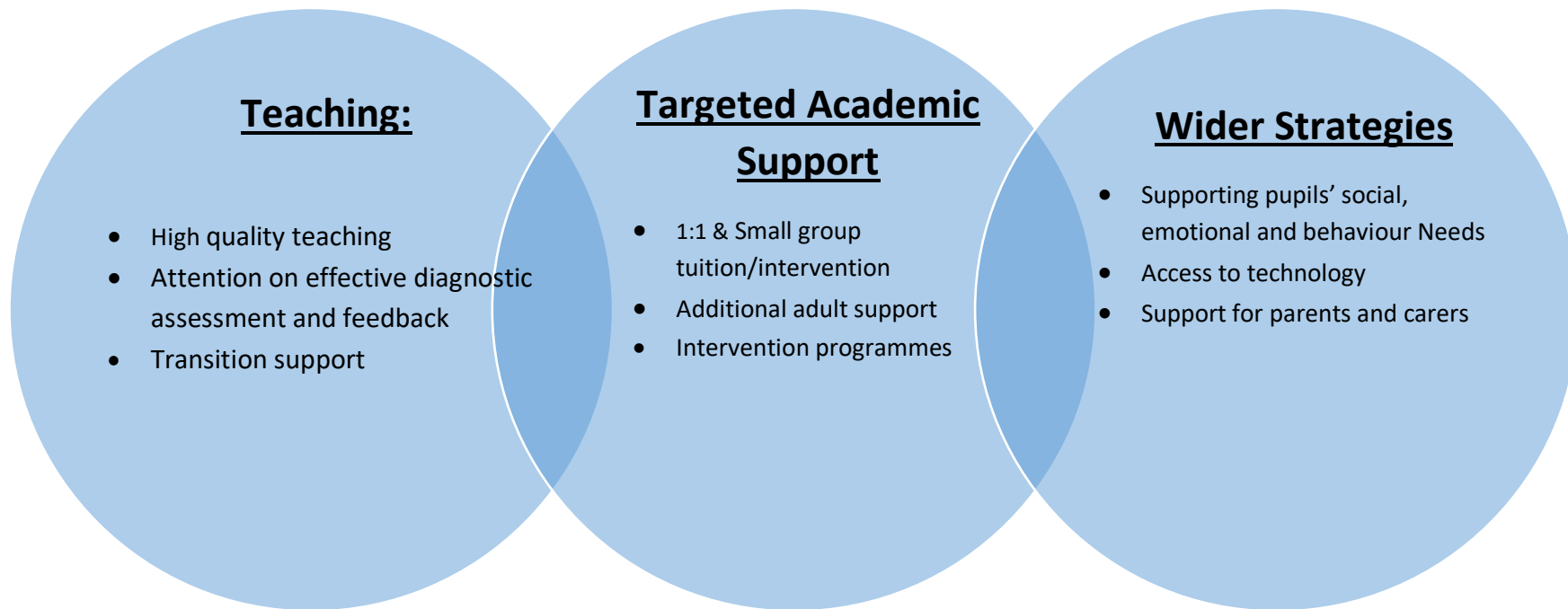
#### **Maths**

Children still have an appetite for maths and lockdown has not affected their attitudes however, specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children have retained basic arithmetic skills involving the four operations although as children have had less exposure to reasoning and problem solving tasks, linked in with the lack of reading, this ha

Many of these pose a greater barrier where a child is disadvantaged. It is clear that without the school taking action to reduce the impact of these barriers, then the gaps would be even wider. Therefore, at Carlton Mills Primary School, we have chosen to use the allocation for the Covid Catch-up Premium, under the tiered approach outlined below, in order to diminish the differences, support attainment and progress

### **Three -Tiered Approach:**

The Education Endowment Foundation (EEF) recommends that school leaders should adopt a three-tiered approach to spending the catch-up funding:



## **Teaching:**

**High quality teaching for all:** It is acknowledged that children who have access to high quality teaching, make good progress and meet curriculum expectations. This is true whether the teaching is classroom based or done via remote learning. It is our intention to use our own teaching staff for catch-up learning to ensure our children have access to the highest quality.

**Attention on effective diagnostic assessment:** The use of assessment information to identify gaps and then inform further teaching and learning is key to ensuring children make good progress. Carlton Mills will continue to use our bespoke assessment trackers following our assessment policy. We will complement this with the use of resources such as PiXL and White Rose Maths. We will use the Wellcomm communication pack across the Early Years to improve speech and language skills which will allow greater access to the wider curriculum.

**Supporting remote learning:** High quality teaching can still happen remotely via Microsoft Teams. “Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning.” We acknowledge the research conducted by the EEF that states, “Approaches to remote learning vary widely and have different strengths and weaknesses. Teachers at Marshfield will be supported to consider which approaches are best suited to the content they are teaching and the age of their pupils.” For example, games for learning were found by the EEF to have a high impact on vocabulary learning in languages. Likewise, using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge, but is not a replacement for other forms of assessment. At Carlton Mills Primary School, we will continue to use programs such as TT Rockstars, Bug Club and SATS Companion.

## **Targeted Academic Support:**

### **Catch Up Sessions:**

Tuition delivered by qualified teachers is likely to have the highest impact. This academic year, the government is providing additional funding for catch up sessions for all children. The idea of the funding is to help children recover some of the lost learning from last year. These sessions will be aimed at children from Reception to Year 6. The number of weeks; the size of the teaching group and time of the session will vary dependent on the age group and aim of the session. Each teacher has been given individual responsibility to ensure their children attend the catch up lessons for their time slots chosen (twice weekly). These sessions are subject to change in accordance with formative and summative assessment of the children.

## **Wider Strategies:**

### **Supporting pupils social, emotional and behavioural needs:**

Understandably, the impact of Covid-19 closures means many schools are revisiting their approach, to secure support in readiness for this new school year. “Many schools will be satisfied that their existing PHSCE curriculum offers an excellent starting point to be responsive to pupils’ social and emotional needs after lengthy school closures. Schools need to carefully weigh the pros and cons of bespoke SEL approaches and bought-in programmes, considering cost, training requirements and teachers’ capacity for implementation.”

Carlton Mills primary will continue to use the SCARF resources to support Teachers in planning the PHSCE curriculum. Children will have an opportunity to reflect on how they are feeling.

<b>Planned Expenditure</b>				
<b>Expense Item</b>	<b>Evidence and rationale for this choice</b>	<b>Ensuring it has impact</b>	<b>Review</b>	<b>Cost</b>
Twice weekly after school catch up tutoring sessions (lead by class teachers)	“Schools are expected to use this funding for specific activities which will help pupils catch up on missed education, with extra tuition delivered by qualified teachers being most likely to have the highest impact” EEF Guidance	CM, AK, RS, JD		TBC
Hodder Education (Rising Stars Online Assessment Program)  Shine Intervention Program	“Planning effective assessment is integral to supporting great teaching. Schools will have to deploy their own assessment approaches to sensitively diagnose the actual impact that Covid-19 school closures may have had on their pupils.” EEF Guidance	RS, JD		TBC
Access to technology	‘Pupil’s access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.’	The purchase including the acquisition of 60 laptops		TBC