



Glaphorn CE Primary

COVID CATCH-UP PREMIUM PLAN

Academic year	2020/2021	Total Catch-Up funding	£7,500	Numbers on roll in Dec 2020	82
----------------------	-----------	-------------------------------	--------	------------------------------------	----

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 per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 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 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 parents and carers
- Access to technology
- Summer support

Identified impact of lockdown	
Emotional	We were pleased to offer part time provision to all pupils in the summer term. This helped our pupils to continue with the school routine, albeit for part of the week and in smaller groups. In September, the majority of pupils settled well. However, it was apparent that their motivation, stamina and resilience was depleted.
Writing	Children haven't necessarily missed units of learning but they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to a lack of fluency in writing. Many children have lost stamina as long pieces of writing has been difficult to maintain whilst the children were at home.
Reading	Reading was prioritised in lockdown and on the return to school. Phonics and storytime sessions were delivered in lockdown. However, the gaps between those pupils that read a wide range at home and those that don't is now more evident.
Maths	Specific content has been missed, leading to gaps in learning and stalled learning journeys. Recall of basic skills and number has suffered – children are not able to recall number facts, times tables and have forgotten taught calculation strategies. This is reflected in assessments.
Other	There are now significant gaps in knowledge in the wider curriculum – whole units of work have not been taught and as a result the 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 across the curriculum. Children have also missed out on curriculum experiences e.g. trips, residential, visitors and powerful curriculum moments.

Planned expenditure			
Desired outcome	Approach	Impact	Cost and staff lead
Teaching and whole school strategies			
<u>Supporting great teaching</u>			
QFT in class – differentiation and TA support	Where possible, children are kept in class to access QFT and support with the teacher and TA		LC
Teachers are able to provide personalised feedback and quality sharing of texts whilst maintaining social distancing	Feedback and marking policy has been reviewed to focus on verbal feedback at the point of learning and per feedback using success criteria. FeedForward sheets are used over daily marking		LC

Wider strategies			
<p><u>Supporting parents and carers</u></p> <p>The school maintains excellent communication with families</p>	<p>Class Dojo has been set up and is used to communicate with parents regularly, including homework, rewards and messages</p> <p>Phone calls home for parents' evenings</p>		<p>LC No cost</p>
<p><u>Access to technology</u></p> <p>Families have access to technology for communication with school and remote learning</p> <p>All teachers to have the basic resources, training and equipment necessary to offer remote learning and access staff meetings and CPD</p>	<p>Survey sent out to parents showed that the vast majority had access to technology needed for communication and remote learning. A small number of laptops purchased via DfE/ RLT for identified families</p> <p>Paper copies of remote learning packs provided where necessary</p> <p>Teachers received Teams training and coaching. School laptops support delivery of remote learning, and access to staff meetings and CPD</p>		<p>LC No cost</p>
<p><u>Summer support</u></p>			
Total			£7,500