



Catch-Up Premium Plan

Audlem St James CE Primary School

Summary information					
School	Audlem St James Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£13,920	Number of pupils	183

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 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>



- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

Maths	<p>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'.</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, models, images and number lines etc and the ability to explain reasoning that is less secure. The end data for the whole school shows that this has had a positive impact on the children's' attainment and progress throughout the year.</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 especially in key punctuation. The end data for the whole school shows that this has had a positive impact on the children's' attainment and progress throughout the year.</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. To have access to reading materials and the teaching of reading strategies. The end data for the whole school shows that this has had a positive impact on the children's' attainment and progress throughout the year.</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></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</p>	<p><i>Resources for the whole curriculum</i></p> <p>(£1000)</p> <p><i>Purchase additional resources to support the recovery curriculum and learning platform</i></p> <p>(£1000)</p>	<p>The money will be used differently to ensure that those children on remote learning are able to access the curriculum over the spring term. Resources will be allocated to ensure that we can still provide the curriculum.</p> <p>CGP books will be bought for key children in classes from Yr1-Yr6 to support learning as well as resources for teachers e.g. IT equipment for our Learning Platform.</p> <p><i>This again ensured that we gave the children support where needed and more resources will be bought in the future for English and Maths.</i></p>	<p>AP</p> <p>AP/NR/JBi</p>	<p>July 21</p> <p>July 21</p>
<p><u>Well-Being</u></p> <p>To create a Well-being area for all children to help with their emotional health as they return to school. A qualified TA will be available to work with key children on a 1-1 or group basis.</p>	<p><i>To purchase resources to ensure that we can meet the needs of the children and create a Well-Being Area.</i></p> <p>(£2000)</p>	<p>This has been completed in October 2020 and has made a huge impact for children within school- evident in the way that they have been able to deal with COVID and returning to school. This will be need again in the Summer term as children return. I expect more children with emotional health issues.</p> <p><i>This is clear in the children's learning and how they want to be in school. This will carry on again within transitions and next year.</i></p>	<p>NR/SAS</p>	<p>July 21</p>



Total budgeted cost £ 4000

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Yr2 and Y6 Recovery</u></p> <p>Identified children in Yr2 and Yr6 will have significantly increased rates of reading, writing and maths fluency. 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.</p> <p>An appropriate maths intervention will be introduced to, support those identified children in reinforcing their understanding of basic maths skills and application of number.</p> <p>In writing children will go over the foundations of writing – punctuation and being able to recognise editing skills. This ensures that gaps identified will diminish over time.</p>	<p>Yr2 and Y6 children identified through Educater and an experienced qualified teacher who knows the Y6 and Yr2 expectations will work with key children for half a day every week over the next year to ensure that gaps in English and Maths diminish. All children identified will be on the intervention for no longer than 5-6 weeks in one session.</p> <p>(£6500)</p>	<p>This was starting to make an impact on those children chosen within Yr2-Yr6 that had been identified by the class teachers before January lockdown 2021. The class teachers are working on those key children remotely as well as having some of them within school e.g. (Vulnerable/Key Workers) between the classes (Yr2/Yr6) we have 15 children in throughout the week.</p> <p>The data for Yr6 and Yr2 shows that the focus on these year groups have made a huge impact. Recovery curriculum across all groups showcases this.</p>	<p>AP/NR/JBi and VS</p>	<p>July 21</p>
<p><u>Extended school time</u></p> <p>Identified children are able to access a weekly catch-up booster every Thursday (1hrs per week). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the booster and understand the identification process.</p>	<p><i>KS1 and KS2 classes will identify 5/6 children within the class that require additional intervention. The cost of a teacher and snacks for the children is made available.</i></p>	<p>The impact of this was evident in the Autumn data and showed the impact across all year groups. This has now stopped due to COVID 2021.</p> <p>This is now starting again in Summer term and children have</p>	<p>AP/SLT and all class teachers</p>	<p>Ongoing</p> <p>July 21</p>



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>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.</p>	<p><i>Additional online learning resources have been set up and Learning Platform is ready. The sharing of resources from CEAT, EP and EHS through the website and the parent network.</i></p> <p>£250</p> <p><i>Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are ready for key children if needed to take home when home-learning occurs.</i></p> <p>£250</p>	<p>This is all set up and parents are finding the remote learning interactive and supportive to both children and themselves. At this early stage home-learning will be sustained. Please refer to our Learning Platform on how this is being accessed. This will also be reviewed regularly by the SLT on a bi-weekly basis. CGP packs will be being sent out in the next weeks.</p> <p>We have reviewed this regularly and it is evident in the Online Learning Curriculum plan that we now have in place.</p>	<p>AP/SLT</p> <p>AP</p>	<p>July 21</p> <p>July 21</p> <p>July 21</p>



<p><u>Access to technology</u></p> <p>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.</p> <p>Teachers 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>They are to be used to further support online access to resources for the children accessing extended school time. 2 Laptops</i> <i>Use of IDL for reading and spelling</i></p> <p><i>Purchase laptops. Laptops can now be used by the children to support the curriculum. They can also be leant to parents to support home-learning if needed.</i> £9120</p>	<p>Due to the number of children in school we have had to use the school laptops for the school learning. AP has applied for laptops with the DFE and is waiting for them to arrive. We had 11 laptops which have now been allocated to children.</p> <p><i>This has been evident in how all children are able to access laptops if a bubble or individual goes down and has been utilised throughout the summer term. Altogether we now have 30 laptops within school for KS1 and KS2.</i></p>	<p>AP/SLT</p> <p>AP</p>	<p>July 21</p> <p>July 21</p>
<p><u>Summer Support</u> NA</p>				
Total budgeted cost				£ 23,520
	Cost paid through Covid Catch-Up		£13900	
	Cost paid through school budget		£9620	