



## Catch-Up Premium Plan Audlem St James CE Primary School

Summary information					
School	Audlem St James Primary School				
Academic Year	2021 -22	Total Catch-Up Premium	£13,920	Number of pupils	188

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. We are trying to ensure that children's gaps within the core subjects is diminished and that the recovery of the curriculum ensures this.</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 2021 to 2022 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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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"><li>➤ Supporting great teaching</li><li>➤ Pupil assessment and feedback</li><li>➤ Transition support</li></ul> <p>Targeted approaches</p> <ul style="list-style-type: none"><li>➤ One to one and small group tuition</li><li>➤ Intervention programmes</li><li>➤ Extended school time</li></ul>



#### Wider strategies

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

### Identified impact of lockdown

<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdowns 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.</p>
<b>Writing</b>	<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.</p>
<b>Reading</b>	<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.</p>
<b>Non-core</b>	<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. Making sure we look after their well-being through Pastoral Care.</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?
<u>Supporting great teaching:</u>  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.  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	<i><b>Resources for the whole curriculum</b></i>  <i><b>Purchase additional resources to support the recovery curriculum and learning platform</b></i>		AP  AP/NR/JBi	Ongoing
<b>Total budgeted cost</b>				<b>£ 2000</b>

**ii. Targeted approaches**

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u><b>Yr2 and Y6 Recovery</b></u> 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	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		AP/NR/JBi and VS/MR	Ongoing



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	<i><b>Additional online learning resources have been set up and Learning Platform is ready. The sharing of</b></i>		AP/SLT	Ongoing



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>resources from CEAT, EP and EHS through the website and the parent network.</i>  <i>£250</i>  <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>  <i>£250</i>		AP	Ongoing
Total budgeted cost				£ 14,400
		Cost paid through Covid Catch-Up		£13900
		Cost paid through school budget		£500