

Summary information					
School	Shalfleet Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£14,400	Number of pupils	180
Date of Plan	September 2020		Dates of Review	January 2021 April 2021 July 2021	

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 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 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 [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 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 however, in some cases, lockdown has affected their self belief and esteem and all children they are quite simply, 'behind' in the acquisition of content. We were unable to teach following our CPA (concrete, pictorial, abstract) pedagogical approach and some families would not have had access to resources that they would routinely have had to support learning in school.</p> <p>Recall (including speed of 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. Spelling, grammar and punctuation specific knowledge has suffered, leading to lack of fluency in and stamina for writing. Presentation skills have also been adversely impacted particularly in KS1 where letter formation has not been taught according to school policy rather writing styles have developed naturally through the lockdown. 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. We are aware that some of our families did not have access to a rich variety of genres and our early readers did not have access to texts that were directly linked to their phonic ability.</p>
Non-core	<p>There are now significant gaps in knowledge - whole units of work have not been taught due to the suspension of teaching of the national curriculum 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 'awe and wonder' curriculum experiences e.g. trips, visitors and powerful curriculum moments. The children also didn't have access to specialist provision e.g. PE, Languages etc through the period of lockdown. Children have not been able to access swimming lessons as part of lockdown and this needs to be addressed later in the year if the school is to meet the National curriculum expectation that all Year 6 children should be able to confidently swim 25m.</p>
Personal, Social, Emotional Education	<p>Children have missed the daily social contact and interactions that they would ordinarily have with their friends and peers support group. We have noticed that children are more emotionally fragile, more anxious than previously and our youngest learners are needing more support with turn taking, sharing, co-operation etc. We have seen an increase in parents requesting emotional support for their children and we have noticed an increase in need for wraparound external agency involvement to meet family needs to ensure children arrive at school 'ready to learn'.</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	Anticipated Cost	Impact (once reviewed)	Staff lead
<p><u>Supporting great teaching:</u></p> <p>Staff have analysed the impact of lockdown and have identified gaps or modifications required to ensure that the curriculum provision at Shalfleet C.E. Primary School continues to support good teaching and learning.</p> <p>The outcome remains that the correct children, get the appropriate provision in a timely manner in order to enable them to have the best possible chance of achieving the age related expectations for each subject/year group despite the global pandemic disruption.</p>	<ul style="list-style-type: none"> • <i>School Improvement Support - training on recovery curriculum and specialist advice from HIAS around curriculum planning</i> • <i>Cost of HLTA hours to cover specialist curriculum provision within bubbles e.g. PE, increased HLTA support</i> • <i>Purchase of Moodle + to enable teachers to plan effectively and ensure that gaps in coverage and skill are addressed</i> • <i>Timetable Rockstars purchased to support remote access and improve speed and efficiency of mental recall.</i> • <i>Twinkl licence to support additional learning resources related to COVID catch up</i> • <i>Outdoor learning provision has been introduced to ensure children are outside, learning in the environment (developing the children's sense of awe and wonder - especially important due to the lack of school trips and visitors) and acquiring essential social, fine and gross motor skills</i> • <i>Purchase of additional concrete maths resources to ensure that resources do not have to be shared across bubbles.</i> • <i>Provision of personal stationary/pencil cases</i> • <i>Costs of virtual inspire talks during the Autumn Term to supplement cultural capital opportunities</i> 	<p>£1250</p> <p>£4068</p> <p>£392</p> <p>£190</p> <p>£819</p> <p>£5255</p> <p>£295</p> <p>£240</p> <p>£50</p>		<p>EG/GW</p> <p>EG/GW</p> <p>SW</p> <p>SW/VP</p> <p>SW/VP</p> <p>DG</p> <p>DL</p> <p>Class Teachers GW</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers can clearly illustrate the impact of their teaching and learning as gaps in learning will have closed</p>	<ul style="list-style-type: none"> • <i>HIAS support for moderation in English and Maths plus supporting resources 'No More Marking' to ensure that teacher judgements are accurate despite being unable to physically moderate with other professionals</i> 	<p>£1250</p>		<p>EG/GW</p>

<p>over the academic year. This will be easily measured through the assessment data in reading, writing and maths.</p>	<ul style="list-style-type: none"> • <i>Leadership release time for S Cook, L Roberts D Lewis and D Isaac to quality assure provision in English, Maths and the wider curriculum</i> • <i>Leadership release time to S Cook to review data and quality assure the assessment system and judgements</i> 	<p>£440</p> <p>£2606</p>		<p>SC/ LR/SSm/DI/DL</p> <p>EG/GW/SC</p>
<p><u>Transition support</u></p> <p>Children who join Shalfleet C.E. Primary School from different settings or who are beginning school for the very first time will become comfortable and confident with the setting before they arrive.</p>	<ul style="list-style-type: none"> • <i>Thorough and robust transition meetings took place for all children joining the school prior to their admission date and after</i> • <i>Additional transition meetings with external agencies for the children identified with additional needs</i> • <i>Social story booklet created to ensure all children transitioning to Shalfleet C.E. Primary are aware of how things will be the same and how things will be different upon arrival.</i> 	<p>£298</p> <p>£213</p> <p>£150</p>		<p>Class Teachers</p> <p>Class Teachers</p> <p>Class Teachers</p>
Total budgeted cost				£ 17516

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Anticipated Cost	Impact (once reviewed)	Staff lead
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have narrowed the 'gap' between standardised age scores and chronological age in the academic areas identified requiring intervention following discrete periods of intervention.</p> <p>Qualitative evidence and case study material will</p>	<ul style="list-style-type: none"> • <i>Additional Teaching support hours to facilitate successful delivery of 1:1/small group interventions or to provide release time for teacher to work with 1:1 small group support. Children identified for support at September pupil progress meeting and revisited termly for impact to be assessed and intervention refined where necessary.</i> • <i>Employed a tutor to support with 'booster' catch up groups after school for identified children</i> 	<p>£3359</p> <p>£3292</p>		<p>EG/GW</p> <p>EG/GW</p>

demonstrate that children are emotionally better 'ready to learn' following intervention.	<ul style="list-style-type: none"> • <i>Provided additional ELSA and FEIPS support for children throughout lock down and in person from September 2020</i> • <i>Provided families with additional pastoral support from our Family Services Manager</i> 	£1484		TC + Pastoral Team
		£1157		TC
<u>Intervention programme</u> Case study evidence will demonstrate that appropriate interventions positively impact the lowest 20% in reading, writing and maths	<ul style="list-style-type: none"> • <i>Additional SENCO and Inclusion Assistant time to ensure that provision is in place for children, that children are assessed to identify gaps in learning and intervention programmes are fit for purpose.</i> 	£5328		GW/HE
<u>Extended school time</u> Extra curricular activities support and positively impact attendance, behaviour, social, emotional and mental health as well as contributing to academic success.	<ul style="list-style-type: none"> • <i>Early morning supervision provided for children, additional staffing costs to facilitate grouping of children within bubbles. Informal opportunity for hearing of readers and support for PSED activities.</i> • <i>After school club provision including bespoke targeted support delivered by teachers, additional staffing required to support bubble structure.</i> 	£0		Class Teachers
		£1603		
Total budgeted cost				£16223

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Anticipated Cost	Impact (once reviewed)	Staff lead
<u>Supporting parents and carers</u>	<ul style="list-style-type: none"> • <i>Cost of website upgrades to enable resources, support materials to be more effectively shared with parents/carers</i> 	£1000		DM/MF

Parents continue to play a key role as educators and are better able to support learning at home.	<ul style="list-style-type: none"> • <i>Cost of virtual Parent Forum and shared Collective Worships to ensure that parents are still part of the school Christian family</i> 	£31		EG
<u>Access to technology</u> Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<ul style="list-style-type: none"> • <i>Upgrade of teacher/TA laptops to better effectively support blended learning.</i> • <i>Cost of IT support to ensure that blended learning is effective and that school staff are trained in virtual programs</i> • <i>Cost of IT support to ensure home learning was set up and accessible to all</i> • <i>Additional X 2 devices required to secure pupil access in the event of bubble/school closure. One provided through DfE scheme.</i> 	£1650		MF
		£155		
		£155		
		£500		VP
<u>Summer Support</u> NA				£3491
Total budgeted cost				£37230
Cost paid through Covid Catch-Up				£14400
Cost paid through charitable donations				£0
Cost paid through school budget				£22830