



# Catch-Up Premium Plan

## St Peter-in-Thamet CE Junior School

Summary information					
<b>School</b>	St Peter-in-Thamet CE Junior School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£29,280	<b>Number of pupils</b>	366

### 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 3 through 6.

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	EEF Recommendations
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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.

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

<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have positive attitudes towards maths and lockdown has not affected this. However, they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are less fluent in their recall of addition facts, times tables. There are significant gaps in conceptual understanding and being able to make connections between different areas of maths. From Term 1 teacher assessments, the middle and lower attainers have regressed.</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. SPAG specific knowledge has suffered, leading to lack of fluency in writing. Children are finding it more difficult to sustain longer pieces of writing and to match the style, tone and purpose effectively.</p>
<b>Reading</b>	<p>Children's enthusiasm and stamina for reading has not been significantly affected by the time out of school. However, those children who needed support and have not been able to access this in the same way, have regressed. Vocabulary acquisition and comprehension have suffered and across all attainment groups there is a noticeable shift downwards in attainment.</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 wow days.</p>
<b>Vulnerable Pupils</b>	<p>Many of our vulnerable pupils did not have the support or ability to access home learning during lockdown. This means that they have missed a significant amount of time where a school routine and structured learning were available to them. Although the exact impact of this cannot be measured, it is evident that these pupils have fallen further behind.</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>English, Maths and 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. Coaching model used to support teaching of whole class maths.</p>	<p><b>Additional time for lead teachers to research and plan non-core subjects.</b>  <b>Release time and additional cover will be required to facilitate the additional online learning lessons.</b>  <b>Release time for Maths lead to coach key teachers in class.</b></p> <p><i>(Year 5&amp;6 Term 1&amp;2 - £2,800  Year 3&amp;4 Term 1&amp;2 - £3,264  All years Term3&amp;4 - £6,884  Maths Lead - £1,982)</i></p>		<p>NN  CS  NW</p>	<p>Feb 21</p>
<p><u>Transition support</u></p> <p>Children who are beginning their schooling with St Peter's opened early in order for them to have an opportunity to become familiar and confident with the setting.</p> <p>St Peter's uploaded Year 2 work to support them with becoming familiar with our style of home learning which was well received by parents.</p> <p>We have also an additional TA in Year 3 to support this transition and help in the catch up programme.</p>	<p><b>Teacher release time to plan</b></p> <p><b>Additional TA support in Year 3</b></p> <p><i>(£9800 TA 1 year 18.75hrs  £500 for Teacher release 2 days)</i></p>		<p>NW  MP</p>	<p>Feb 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><b>Purchase the Rising Stars National Test-style Standardised Assessments suite. Complete seasonal tests and record assessments on MARK to identify gaps and on Insight to track performance.</b></p> <p><b>White Rose maths assessment as it provides teachers with a gap analysis</b></p>		<p>JG  NN</p>	<p>July 21</p>

		<b>(£1105)</b>		
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**ii. Targeted approaches**

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u>  Identified children will have significantly increased rates of reading fluency and phonic skills. 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.	<b><i>Additional release time and training to support the delivery of the reading fluency project</i></b>  <b><i>Purchase of new high interest books to re-engage readers of all abilities.</i></b>  <div style="text-align: right;"><b>(£3124)</b></div>		CS	Feb 21
<u>Small group tuition</u>  Girls on the cusp of greater depth are supported in achieving their potential	Maths lead to support girls' maths group to boost high achievement – one session per week from Spring 2021  <div style="text-align: right;"><b>1 hr x 13 weeks (£660)</b></div>		NN	July 21
<u>Intervention programme</u>  An appropriate numeracy intervention, such as Numicon or Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.	<b><i>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></b>  <div style="text-align: right;"><b>(£1510)</b></div>		NN	July 21

**iii. Wider Strategies**

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u>			CS	Feb 21

<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><b><i>Additional online learning resources will be purchased to support children reading at home such as Serial Mash. Likewise spelling apps such as Sir Linkalot will be purchased so that children can practise spellings at home.</i></b></p> <p style="text-align: right;"><b>(£782)</b></p>		<p>NN NW</p>	
<p><u>Access to technology</u></p> <p>Children can access additional devices so that they can move between discrete teaching in school and independent online activities while at home.</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><b><i>The school will establish a bank of devices that will be able to be sent home – both ipads and laptops. We will also be able to provide a small number of sims and routers for those families without internet. They are to be used to further support online access to resources for the children accessing blended home learning.</i></b></p> <p><b><i>School will access its full allocation of DfE funded computers/tablets and use TBT to set them up for school and remote learning.</i></b></p> <p><b><i>School will increase its bank of laptops and devices to ensure children have access to devices for interventions and in class. This will enable the laptops to be allocated to teaching assistants to support with home learning through periods of isolation. Devices can now be used by the children to support the curriculum. They can also be lent to parents to support home-learning if needed.</i></b></p> <p style="text-align: right;"><b>£8,000</b> <b>Cost 2 days tech time £440</b></p> <p><b><i>Webcams to be purchased to give opportunities for children working from home to access the in-school lesson.</i></b></p> <p style="text-align: right;"><b>(£500)</b></p>		<p>HP</p>	<p>Feb 21</p>
<b>Total budgeted cost</b>				<b>£ 41,351</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£ 29,280</b>
			<b>Cost paid through school budget</b>	<b>£ 12,071</b>