



Catch-Up Premium Plan

Chadsmead Primary Academy

Summary information					
School	Chadsmead Primary Academy				
Academic Year	2020-21	Total Catch-Up Premium	£19,440	Number of pupils	243

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> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown

Maths	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'. 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 assessments.
Writing	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.
Reading	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.
Non-core	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.

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 subjects 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>To enable better progress for children in Y5/6, to split into year groups for core subject teaching. Allowing specific year group objectives to be taught, taking account of gaps in knowledge due to missed teaching the previous year.</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p style="text-align: right;"><i>(£1000)</i></p> <p><i>An extra teacher each morning in Y5. Teaching core subjects English writing, Reading and Maths. Following consistent planning and in-line with year group expectations.</i></p> <p style="text-align: right;"><i>(money supported by school budget)</i></p>		<p>GG</p> <p>GG</p>	<p>Feb 21</p> <p>Termly</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><i>Complete baseline and then termly tests and record assessments to identify gaps and track performance.</i></p>		<p>All Teachers</p>	<p>Termly</p>
<p><u>Transition support</u></p> <p>NA</p>				
Total budgeted cost				£ 1000

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 small group tuition, weekly. This will build on the learning in school providing intensive catch-up.	<i>Engage with the National Tutoring Programme</i> <i>(3000)</i>		GG/AS/HC	April 21
<u>Intervention programme</u> An appropriate Reading intervention (Fresh Start), supports those identified children in Y5 and Y6 in reinforcing their understanding of phonics and reading for meaning. number. Improve the language skills of reception age pupils. A recent trial of the programme found that children made on average three months of additional progress.	<i>Staff are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data). Full resources are purchased.</i> <i>(£2100)</i> <i>Enrol in the Nuffield Early language programme. Use the principles with Nursery age children. Release time and additional cover will be required for training</i> <i>(1500)</i>		LM/SD LM	Feb 21 April 21 April 21
<u>Extended school time</u> Identified children are able to access a weekly catch-up club (before or after school). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.	<i>Bubbles will identify children that require additional intervention. Clubs will be ran by HLTAs with the guidance of teachers. Snacks for the children are made available.</i> <i>(£3000)</i>		HC	After each bubble intervention
			Total budgeted cost	£9,500

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 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>Additional online learning resources purchased, maths with parents for children in Y1 – 4 and Maths.com for parents in Y5. This allows targeted homework that reflects the teaching in school.</i>		Teachers	Feb 21
	<i>2-week home-learning paper packs are printed and ready to distribute for all children. Stationery packs purchased and set aside for children to take home when home-learning occurs.</i> £500		Teachers	Feb 21
<u>Access to technology</u> 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. 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.	<i>Purchase 10 Chromebooks, 1 trolleys and amend Concero SLA to include installation and management of Chromebooks.</i> <i>Convert existing stock of laptops to Chromebooks.</i>		GG	Feb 21
	<i>Purchase laptops for teachers.</i> <i>(this may have to be supported with money from existing budget)</i> £7000		GG	Feb 21
<u>Summer Support</u> NA				
Total budgeted cost				£7,500

	Teaching and Whole School Strategies	£1,000
	Targeted Approaches	£9,500
	Wider Strategies	£7,500
	Total budgeted cost	18,000