

Summary information

School	St Luke's CE Primary School				
Academic year	2020/21	Total catch-up funding	£16,000	Number of pupils	200

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 from Reception through to Year 6 (Year 11 at high school).

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.

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 parents 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 arithmetic assessments.
Writing	Children have not necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar and punctuation 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 did not 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 did not is now increasingly wide. The bottom 20% of readers have been disproportionately affected.
Science and Foundation	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. Key skills have been missed in foundation subjects and staff need to be aware of this in order to address this in their planning.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

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 prerequisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p>Additional time for teachers to research and plan non-core subjects. Release time for subject leaders will be required. Staff meeting time will be allocated so that teachers can identify gaps in the curriculum that have been identified as a result of lockdown. CPG Textbooks purchased for History and Geography.</p> <p>£540</p>		IW ED	July 2021
<p><u>Teaching assessment and feedback</u></p>	<p>Purchase and implement the NFER National Test-Style Standardised Assessments suite. Complete termly tests and record assessments on iTRACK to identify gaps and track performance.</p> <p>£1005</p>		IW ED	July 2021
<p><u>Transition support</u></p>	<p>A 360 interactive virtual tour of St Luke's Primary School is arranged and shared with all new-starters. FRESH Mind delivered to Year 6.</p> <p>£750</p>		CC DS	June 2021
			Total budgeted cost	£2295

i Targeted approaches

Desired outcome	Chosen action/approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency, writing stamina and basic English skills. Identified children will have significantly increased rates of mathematics basic skills, reasoning and fluency and additional teaching input will reinforce their application of number.</p>	<p>A temporary teacher appointed for the Summer term to work with targeted children in Rec and Key Stage 1. Targeted reading and phonics. £7440</p>		ED CC DS	July 2021
<p><u>Intervention programme</u></p> <p>An appropriate Maths / English intervention.</p>	<p>PM Benchmarking assessment kit purchased. All TAs trained to use assessment. Targeted children then assessed and begin 'Ready, Steady Read' intervention. £325 PM Benchmarking £500 Replenish banded books</p>		ED	July 2021
<p><u>Extended school time</u></p> <p>Identified children are able to access a weekly. The attainment of those identified children improves and effect of lockdown is becoming negated.</p>	<p>Each class sets up an after school club. Targeted children are selected. Resources purchased to run clubs. £300</p>		ED	July 2021
			Total budgeted cost	£8565

Wider Strategies

Desired outcome	Chosen action/approach and anticipated cost	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>Additional/continued online learning resources will be purchased, such as Education City, Spelling Shed, TT Rock Stars, Purple MASH to support children consolidating learning at home.</p> <p>£3000</p>		ED	July 2021
<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>We have been allocated 20 iPads to support home learning. They are to be used to further support online access to resources for the children during and out of school time. The purchase and implementation of LBQ including the acquisition of 64 tablets which can be used for home learning.</p> <p>£2564 for one year subscription and use of the devices.</p>		ED RK	Spring term 2021

<p><u>Mental Health</u></p> <p>Mental Health and well-being curriculum – developed to be the vehicle through which our academic curriculum is delivered in order to address effect on mental health that lockdown has</p>	<p>A Recovery Curriculum for RSHE to be implemented during Autumn 1 across the whole school. Mental Health, wellbeing and being part of a class to centre in this curriculum. Jigsaw provides this curriculum. The school has previously used the Jigsaw approach but have now decided to purchase and follow the scheme for Reception and Key Stage 1 too as it has a mindful approach to RSHE and it has a spiral, progressive and effective scheme of work to prepare children for life, helping them really know and vale who they are and understand how they relate to each other in their ever-changing world.</p> <p>£360</p>	<p>ED</p>	<p>Spring 2021</p>
		<p>Total budgeted cost</p>	<p>£5924</p>
		<p>Overall total budgeted cost</p>	<p>£16,784</p>