



Catch-Up Premium Plan Crudgington Primary School

Summary information

School	Crudgington Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£11,360	Number of pupils	131

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). 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 year's 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.

Context

Statistically, children who come from disadvantaged backgrounds have been affected by lockdown more than children who are from less disadvantaged or vulnerable backgrounds.

77% of children who attend Crudgington Primary School live in IDACI G area and a further 10% in IDACI F. However, this does not take account of some of the real experiences of families in our school. Some families have suffered economic shock, bereavement and social isolation.

During the initial lockdown, an average ten children a day accessed child care from school. Care was available from 8.00 am – 4.00 pm. Numbers steadily increased until up to 140 children a day were attending school in June.

Throughout the lockdown, online learning was made available through our class pages. This offer was very engaging for children and families and maintained a community spirit during the lockdown. Work was shared and showcased and direct email access to teachers made available to parents. School now uses Microsoft Teams for its online learning platform in the event of a bubble closure.

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 most effectively.</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 <p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology • Summer support

Identified impact of lockdown	
Maths	<p>Specific content has been missed, leading to gaps in knowledge. Children are still keen and engaged with maths, and the lockdown has not affected their attitudes; however, they are still behind with their learning for this point in the academic year</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.</p>
Writing	<p>As English is structured differently to maths, children have not missed whole units of work. However, they have lost essential practising of writing skills. Specific knowledge has suffered, leading to a lack of fluency in writing and children forgetting basic skills. Those who maintained writing throughout lockdown are less affected. However, those who 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>Before lockdown, the school ensured that children had reading materials for use at home. In Key Stage 2, each child had a copy of the whole-class reading book, which formed the basis of the class focus on return to school. For children who were less engaged with home reading, stamina has been an issue on return. Across the school, the oldest pupils have lost less ground than the younger pupils. This is further evidenced through assessment results</p>
Non-core	<p>Significant gaps in knowledge and key skills have opened up due to topics and areas of studies not being completed. This means that children's schemas will not be fully realised and there will be gaps instead of a firm foundation on which to build. For example, in history, children will not have covered aspects of British history or wider world history. This means that they will not be able to apply this knowledge in subsequent work without support for missed learning</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 quality first teaching</u></p> <p>Audit and purchase of additional physical resources to support the teaching of maths – manipulatives</p> <p>To develop a secure and consistent pedagogical approach to accelerating learning and recall for all pupils</p> <p>Additional release time for subject leaders to monitor subjects and track through any content change within the 2- year cycle</p>	<p>Manipulatives including place value discs, bead strings to be purchased to support basic skills and calculation development £250</p> <p>Rosenshine's Principles of Instruction Materials £87.00 Training – provided through the LCT</p> <p>Release time - £250.00</p> <p style="text-align: right;">Total – 587.00</p>		<p>JH & MP</p> <p>AA</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a strategic understanding of what gaps in learning remain and use this to information to effectively target and overcome gaps in children's knowledge and understanding</p>	<p>Use of AFL techniques school has previously explored. Use of Flashback 4 in lessons Use of White Rose Progress checks before new topics Use of Salford & YARK reading assessments Use of Phonics Tracker</p> <p style="text-align: right;">Total - £500.00</p>		<p>AA</p>	<p>Feb 21</p>
<p><u>Transition support</u></p> <p>Children who are joining the school from different settings or who are beginning their schooling with Crudgington have an opportunity to become familiar and confident with the school before they arrive.</p>	<p><i>From January 20201, Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining the school</i></p> <p style="text-align: right;">Total - £300.00</p>		<p>KC</p>	<p>Ongoing</p>
Total budgeted cost				£1,387.00

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition for reading, writing and maths:</u></p> <p>Children will have access to high-quality teaching and intervention with their class teacher in small group learning situations. Tuition will quickly close gaps in knowledge and understanding.</p>	<p>Class teachers will be delivering 30 x 1hr planned and marked sessions for children in their class. These sessions will run after-school across the year. Sessions will focus on the needs of different children across reading, writing and maths. 150 sessions in total</p> <p style="text-align: right;">£7,500.00</p>		AA	Feb 21
<p><u>Intervention programme</u></p> <p>Children will have access to high-quality intervention within school time to close gaps and accelerate learning</p>	<p>Third Space Learning 1:1 online learning sessions X100 one-hour sessions (approved partner)</p> <p style="text-align: right;">£1,800.00</p>		AA	Jun 21
Total budgeted cost				£9,300.00

iii. Wider Strategies				
Desired outcome	Chosen action/approach	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 options 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>Times Table Rock Stars £150</p> <p>Introduction of Microsoft Teams (already funded in the school licence agreement)</p> <p>Picture News £100</p> <p>Purple Mash (2 Simple) £708</p> <p>Mathletics £400.00</p> <p style="text-align: right;">Total: £1358.00</p>		Subject leads	Feb 21

<p><u>Access to technology</u></p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teaching Assistants and Office Staff have appropriate access to devices to enable them to work remotely. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p> <p>Pupils have access to devices loan devices (where numbers allow)</p>	<p>One device provided by DFE directly to support remote learning £0</p> <p>One device provided by LA to support remote learning £0</p> <p>Stock of 50 30GB 4G SIM cards £0</p> <p>Total: £0</p>		CH	Feb 21	
				Total budgeted cost	£1358.00
			Total costs	£12,045	
			Total paid through Covid Catch-Up	11,360	
			Total paid through the school budget	£685.00	