



Catch-Up Premium Plan: Charmouth Primary School

Summary information					
School	Charmouth Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£10,800	Number of pupils	135

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	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 inconsistent learning journeys. Children still have an appetite for maths and lockdown has not affected their attitudes to the subject. Higher level thinking is not being demonstrated as readily. The missed explicit teaching key skills and concepts has particularly impacted children in years 1 and 2 and the bottom 20-30% of learners.
Writing	Children have lost essential practising of writing skills, particularly stamina for writing, and SPaG 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	Reading was more accessible for families and required less teacher input during lockdown. However, higher level comprehension skills have suffered as well as the reading level of newer readers. Phonics skills have needed recapping but prior knowledge is being accessed increasingly well. The bottom 20% of readers has been disproportionately affected.
Non-core	There are significant gaps in knowledge as whole units of work have not been taught. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. Physical and mental health and wellbeing have been affected in many pupils.

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> Teachers and subject leaders will identify gaps in key knowledge, understanding and skills across the curriculum and ensure planning and teaching enable the addressing of gaps alongside new learning.</p> <p>Limitations do not impact on quality teaching and learning as all children are able to access individual resources to support strong understanding of key learning.</p>	<p><i>Additional time for teachers and subject leaders; purchasing of any supporting resources. Staffing allocations to ensure previous knowledge of children's learning maintained. Year 1 split from Year 2 for phonics and maths to support EYFS to KS1 transition in learning.</i></p> <p><i>Purchase additional manipulatives to support quality teaching and learning</i></p>	<p>Data shows majority of pupils back on track to pre lockdown levels (Reading 85% - 93%, Writing 73% - 100% and Maths 80%-93% back on track using internal data).</p> <p>Further lockdown (January – March) impacted on progress being made; assessment focus on identifying gaps and supporting planning.</p>	<p>LC/CD</p> <p>All subject leaders</p>	<p>Dec 20 April 21 July 21</p> <p>July 21</p>
<p><u>Teaching assessment and feedback</u> Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning (and therefore teaching and learning) that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><i>Maths – Essential Maths assessment papers</i> <i>Reading – time for individual 1:1 assessment and Assessment papers</i> <i>Writing – HfL assessment materials</i></p>	<p>Data shows majority of pupils back on track to pre lockdown levels (Reading 85% - 93%, Writing 73% - 100% and Maths 80%-93% back on track using internal data).</p> <p>Further lockdown (January – March) impacted on progress being made; assessment focus on identifying gaps and supporting planning.</p>	<p>CD SG LC</p>	<p>Dec 20 April 21 July 21</p>
<p><u>Transition support</u> Children who are joining school from different settings or who joining Charmouth have an opportunity to become familiar and confident with the setting before they arrive. Those returning after a period of absence are refamiliarised with the setting.</p>	<p><i>Film clip on website to welcome back, including teachers and visiting classrooms as well as highlighting key new routines.</i> <i>Settling sessions available for youngest children.</i> <i>Individual plans with parents for transition where needed.</i> <i>Individual year groups to have same teacher for maths where possible.</i></p>		<p>LC teachers</p>	<p>Ongoing</p>
Total budgeted cost				£ 3.500

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group work</u> Identified children will increase knowledge, skills and understanding in key areas, able to fully access the curriculum and confidently move forward in their learning.	<i>Termly cohort meetings to identify key needs and strategies, including additional TA hours to support individuals or groups and allow teachers to provide individual and small group support. Additional teacher to enable smaller grouping of children in UKS2 for English and Maths. Additional release time for SENCO.</i>	Data shows majority of pupils back on track to pre lockdown levels; individuals identified through cohort meetings. 91% phonics screening Further lockdown (January – March) impacted on progress being made. Planning for individuals and groups based on assessments undertaken on return.	All staff CD	Dec 20 April 21 July 21
<u>Intervention programmes</u> Appropriate interventions, such as precision teaching, pre teaching, Lego therapy, support those identified children in reinforcing their understanding and application of skills and knowledge.	<i>Termly cohort meetings to identify key needs and strategies, including additional TA hours to support individuals or small groups. Additional release time for SENCO.</i>	Intervention reflections indicate progress in specific areas for those targeted, eg Year 6 maths confidence as a result of pre teaching has increased with some impact on levels of attainment. Further lockdown (January – March) impacted on progress being made. Planning for individuals and groups based on assessments undertaken on return.	All staff CD	Dec 20 April 21 July 21
<u>Extended School Time</u> N/A				
Total budgeted cost				£13,700

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>TEAMS to be rolled out across KS1 and 2, continue with Tapestry in EYFS. Online learning resources will be purchased, including Doodle, TTRS, Reading Eggs.</i> <i>Ensure communication with families so that individual needs can be supported. Printed out learning resources to be available as well as loaned equipment.</i>	TEAMS successfully rolled out before January lockdown and online learning resources in place, enabling many children to access learning and continue to make progress in their learning. Where needed, printed out packs, books, stationary provided for families, ensuring all children able to access learning.	LC	Feb 21
			All staff	Feb 21
<u>Access to technology</u> During the catch-up school provision, children can access additional devices so that they can access different online activities to work with growing independence online. 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. Staff will have increased confidence in delivering online learning and use of technology.	<i>Purchasing of additional laptops. Additional time from Turnlton to support set up. £4725 £1060 donation</i> <i>Purchase of additional staff laptops. Additional time from Turnlton to support set up. £3360 (2 from PE)</i> <i>Staff meeting time to share key successful strategies; purchasing of additional Turnlton support as needed.</i>	All teachers had updated laptops enabling effective use of technology to support learning from home. Laptops and devices provided to families without access to these for the lockdown, enabling access to learning.	LC	Feb 21
			LC	Feb 21
			LC	Feb 21
<u>Summer Support</u> NA				
Total budgeted cost				£9585
			Cost paid through Covid Catch-Up	£10,800
			Cost paid through donations/grants	£2560
			Cost paid through school budget	£13425
			Total	£26785