

Summary information					
School	St John & St James' C of E Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£16,400	Number of pupils	205
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</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 <p>Targeted approaches</p> <ul style="list-style-type: none"> One to one and small group tuition Intervention programmes Extended school time 		

should use this document to help them direct their additional funding in the most effective way.	Wider strategies <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology
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Identified impact of lockdown	
Maths	<p>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, have large gaps in learning.</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. This is reflected in arithmetic assessments.</p>
Writing	<p>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.</p>
Reading	<p>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. The bottom 20% of readers have been disproportionately affected.</p>
Non-core	<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 powerful curriculum moments.</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>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>Teachers using a variety of strategies to engage and develop children's writing stamina, especially the lowest 20%.</p>	<p><i>Additional time for teachers to research and plan non-core subjects with leaders. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p>(£2000)</p> <p><i>Writing lead to coach teachers through joint planning and delivery of lessons. Review strategies used for teaching of writing to engage and develop children's stamina. CPD for all the staff on how to support the lowest 20% of writers and to ensure consistency in outcomes for all.</i></p> <p>(£1000)</p>		<p>PB</p> <p>LS</p>	<p>Feb 21</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><i>Cover needed to allow class teachers to meet with leaders to identify whole class strategies to support learners each half term after teachers have undertaken in class assessments</i></p> <p>(£1000)</p>		<p>JS</p>	<p>July 21</p>
Total budgeted cost				£ 4000

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 vocabulary awareness. 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.	<i>Senior leaders to lead on reading interventions.</i> (£5000) <i>HLTA's to delivery reading interventions to support the lowest 20% of readers across the school.</i> (£4,000)		LS JS/LS	Feb 21 July 21
<u>Intervention programme</u> Small group teaching supports those identified children in reinforcing their understanding of basic maths skills and application of number.	<i>Senior leaders to deliver small group maths interventions to identified year groups.</i> (£3000)		JS	July 21
Total budgeted cost				£12,000
Overall Grant expenditure				£16,000