

Catch-Up Premium Plan

Thornton-in-Craven Community Primary School

Summary information					
School	Thornton in Craven Community Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£6720	Number of pupils	84

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	<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, 'behind'.</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. Large areas of geometry have been missed.</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. Approximately the bottom 30% of readers have been disproportionately impacted. Comprehension and inference has been impacted across the board.</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>Additional online programs purchased to aid planning and delivery such as spelling shed, CLPE, white rose maths, rising stars reading planet, Pobble, TT rock stars, Testbase etc...</p>	£2000		KS	Feb 21
<p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports development. Purchase additional materials as needed to allow for class sets or individual sets.</p>	£500		KS	Feb 21
<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>The school already owns and implements the Rising Stars National Test-style Standardised Assessments suite. Complete termly tests and record assessments on MARK to identify gaps an on Insight to track performance. Provide APP time for staff to input scores and analyse gaps</i></p> <p style="text-align: right;">(£500)</p>		KS	July 21

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u>	<i>Due to space limitations 1:1 and small group tuition is limited though it is happening within class bubbles.</i>		CW	

<p>Identified children will have significantly increased rates of reading fluency and prosody. 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.</p>	<p><i>TAs to lead small group work outside class and one teacher to lead small group maths booster class with Y6 after school.</i></p> <p style="text-align: right;">(£1000)</p> <p><i>A Reading Fluency Champion will be appointed to lead the project (level 2) alongside an additional level 2 'as and when' to support during assessment periods. Reading inference books purchased.</i></p> <p style="text-align: right;">(£500)</p>		<p>NM</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Intervention programme</u></p> <p>Purchase online intervention programs. Use those that can identify starting points and plug gaps such as Nessy.</p>	<p><i>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently.</i></p> <p style="text-align: right;">(£1000)</p>		<p>KS</p>	<p>July 21</p>

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 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>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.</p>	<p><i>Additional online learning resources will be purchased, such as DB Primary to support children learning at home. This will link to other online resources already purchased and budgeted for as part of batch up funding.</i></p> <p style="text-align: right;">£500</p> <p><i>Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i></p> <p style="text-align: right;">£500</p>		<p>KS</p> <p>KS</p>	<p>Feb 21</p> <p>Feb 21</p>

<p><u>Access to technology</u></p> <p>Children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>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.</p>	<p><i>Purchase 7 further laptops to allow for one full class set. This is in addition to the class set already owned.</i> £1500</p> <p><i>All staff had laptops purchased during first lockdown. Purchase visualisers and web cams to aid remote teaching. Link to Edtech for training.</i> £100</p>		<p>KS</p> <p>KS</p>	<p>Feb 21</p> <p>Feb 21</p>
		Cost paid through Covid Catch-Up		£6720
		Cost paid through charitable donations		£
		Cost paid through school budget		£1380