



Catch-Up Funding Plan

Summary information			
School	Shottery St Andrew's CE Primary School		
Academic Year 2020-21	Number of pupils on roll for funding purposes - 79	Catch Up funding received @ £80 per child	Total Catch-Up Premium - £6320 First Instalment - £1840

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 Reception through to Year 6 based on October 2020 census figures.</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>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>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>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
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Identified impact of lockdown

COVID-19 series: briefing on schools, October 2020 Evidence from pilot visits to schools between 29 September and 23 October 2020 During the autumn term, Ofsted is carrying out a series of 'interim visits' to schools. This briefing note reports on 380 visits carried out between 29 September and 23 October.

There is wide variability in the extent to which pupils have returned to school this term: not all pupils have come back following the first national lockdown. And while, in many schools, attendance rates for those who have come back are comparable to normal for this time of year, in others it is now being affected by groups of pupils having to self-isolate. Leaders said that they were making some adaptations to their curriculum, based on practical considerations, or as a result of pupils having lost learning while not at school, or often both. Leaders were ambitious to return their schools to their usual, 1 Our first briefing note: www.gov.uk/government/publications/covid-19-series-briefing-on-schoolsseptember-2020. COVID-19 thematic series: October briefing November 2020 2 full curriculum as soon as possible. They also talked about the many challenges they were facing in keeping their schools safe and open. Leaders said that their pupils were generally happy to be back, and had settled in well. But they were also clear about the changes they had seen in some pupils, including poorer physical and mental health...

At the time of the visits, many schools of all types had pupils absent because they were self-isolating, or had to send individual pupils home because they were showing COVID-19 symptoms...

Almost half the schools had had pupils whose parents had removed them from the school roll to electively home educate them since the start of the autumn term... Very occasionally, leaders reported that their rate of fixed-term exclusion was rising. In each case, they attributed this to not being able to put in place their usual layers of sanctions before exclusion, such as putting pupils who were disrupting learning into another lesson or into isolation. The leaders said that space restrictions and the need to keep pupils in bubbles meant that these types of measures were not practical...

Nearly all primary school leaders said that they were prioritising reading and mathematics, with very few schools focusing on science. Some also talked about needing to work on pupils' writing, including their 'stamina' when writing at length. They felt that pupils had lost this ability during the first national lockdown, when they had not had the chance to practise their writing style and posture. Almost all the schools were concentrating strongly on phonics. Schools were using different strategies to support this focus. For example, some had allocated additional daily teaching time. Others were using catch-up programmes and interventions such as afternoon repetition of content that had been taught in phonics sessions in the morning for pupils who needed this. A few schools were teaching phonics to all pupils twice a day. Some leaders said that they had extended their phonics teaching into Year 3 – some for all pupils, some for those they felt needed it most. Some leaders were also working on rekindling pupils' love for reading and on improving fluency, comprehension and reading accuracy. COVID-19 thematic series: October briefing November 2020 5 Primary school leaders said that they were making some adaptations to the curriculum within foundation subjects. Some were reducing the amount of depth covered in each subject, often to make time to cover learning in core subjects. Although many primary schools were teaching a full range of foundation subjects, some had chosen to postpone some subjects until later in the year. Generally, in those schools that were not yet offering the full breadth of subjects, leaders had planned a gradual reintroduction of subjects over the autumn and spring. A few primary school leaders reported that they had suspended the teaching of the modern foreign languages (MFL) curriculum because they used a specialist teacher, who they felt should not 'cross bubbles'..

Many schools of all types reported a greater focus than usual on their personal, social and health education (PSHE) curriculum to develop aspects such as resilience and

independence and to reinforce or improve learning behaviours, but also to address pupils' anxieties. Some schools were also strengthening their PE provision to support pupils' physical and mental well-being...

Most of the mainstream schools that were delivering remote education were using a mixture of paper-based work, textbooks, live or recorded lessons and other digital platforms and resources. Many schools are now teaching, or intend to teach, some 'live video lessons' remotely...

Staff in many schools seized the opportunity for training and development during the months when most pupils were not physically in school. Since then, training has been mostly online and sometimes face-to-face with social distancing. Leaders note that online training cuts costs and travel time, which also results in more staff being able to attend... Leaders said that their staff have generally adapted well to various changes, and are working hard to make these work...

Primary school leaders most commonly identified that pupils had lost some of their knowledge and skills in reading. Some leaders commented that writing was also an issue for some pupils, including writing at length, spelling, grammar, presentation, punctuation and handwriting. Some leaders said that children had fallen behind in language and communication skills and others said pupils' oral fluency had regressed. A few leaders felt that pupils who speak English as an additional language were struggling more than others with some of these aspects. Primary school leaders also said that many pupils had fallen behind in mathematics. Leaders in many schools were particularly concerned about forgotten and lost learning for pupils with SEND, especially in literacy. Some leaders said that pupils with SEND have 'struggled' and have 'fallen further' than those without SEND...

Leaders in most schools continued to report that pupils were happy to be back. Pupils were described as confident, resilient, calm and eager to learn. There was a general sense that they appreciate school and each other more. Many leaders noticed that behaviour has generally improved. They frequently attributed this to changes in the structure of the school day. For example, staggered breaks and bubbles have reduced possibility for conflict, according to some leaders. Many emphasised that fewer pupils were needing additional support than had been anticipated. Despite the broadly positive picture, several concerns have emerged: some pupils' concentration or their mental and physical stamina have reduced. Some leaders said pupils were fatigued, 'disconnected' from learning or struggling to stay awake and alert. Even though good behaviour was not just a 'honeymoon period' according to some leaders, others have perceived deterioration in pupils' behaviour and willingness to follow rules compared with when they first returned to school in September. In some schools, leaders reported an increase in anti-social behaviour and/or aggression... As we reported in the first briefing, many schools have no definite plans yet for the catch-up premium. Where leaders had decided on how to use the funding, they were generally focusing on different ways to help individual pupils to catch-up with missed learning. In primary schools, the intervention work, or planned work, was often COVID-19 thematic series: October briefing November 2020 17 focused on reading, and sometimes also on mathematics and writing. Leaders usually intended to pay for additional staff to enable this work to happen. Some leaders said that these staff would be employed for this purpose, while others planned to use their own staff. One leader said that the latter option was better for them 'because our staff know our kids'. Leaders also said that they might use the funding to pay for: v online tutoring v extending the school day for Year 11 v releasing teachers to plan remote learning v additional pastoral staff v education welfare officer (attendance) support v counselling for pupils.

Maths	Specific content has been missed, leading to gaps in learning. Children still have an appetite for maths and lockdown has not affected their attitudes however many are below expected. 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 haven't 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. Children's writing stamina and independence has been affected due to children's reluctance to write or have go on without parental support.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families. 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. Comprehension skills not decoding is the main area of concern for the older children.
Non-core	There are gaps in knowledge – part of units of work have not been taught meaning that children are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum enrichment e.g. trips, visitors and powerful curriculum moments.

EEF Recommendation 1.	Objective	Strategy	Budget	Measuring of Impact	Evaluation
Teaching and whole-school strategies	To support children's well being and mental health on their return to school	Jigsaw: Covid recovery materials Extra PSHE sessions timetabled Nurture groups	No cost as part of Jigsaw subscription	Teacher observation and discussions during the completion of tasks and unstructured times. Feedback from parents and confidence of pupils	These positive sessions provided a safe environment for children to share worries and anxieties with well know adults and peers.
	Transition and emotional support – welcome packs and videos	Create videos for pupils starting school in September and share via website. Introductory booklets for pupils and parents. Welcome gift distributed for Reception pupils to ease anxiety. Induction session offered prior to start of term with other pupils off site.	No cost	Monitor how well the children settled into school in September.	Reception children made a smooth transition into school despite missing out on the usual induction visits and quickly settled into school routines. Parents were happy to leave their child in the care of school staff.
	Teacher assessment and feedback – teachers to carry out baseline assessments to ascertain a clearer understanding of the gaps in learning and use this to inform future planning	Cornerstones Assessments (Reading comprehension) AR: star quizzes Power Maths Assessments Purchase Planet Teach and additional online resources to enable pupils to extend learning at home	No cost	Highly focused quality first teaching that addresses identified gaps to ensure children meet their end of year targets.	Summer 1 Reading % ARE Y5 80% Y4 91% Y3 100% Y2 60% Y1 100%

EEF Recommendation 2.	Objective	Strategy	Budget	Measuring of Impact	Evaluation
Targeted approaches	To close attainment gaps within cohorts	SENDSupported to support with advice. Class teachers to work 1-to-1 or with small groups to reduce gaps in learning	Part of annual fee No additional cost	Monitor targets on IEPs Teacher and TA report SEND children are mostly confident to participate in lessons.	Most IEP targets met Staff felt confident to support SEND children on return.
	To support pupils identified by baseline as sitting just below ARE in maths to ensure they achieve ARE at the end of the summer term. KS1 11 pupils KS2 19 pupils	Additional TA for targeted catch-up sessions to raise achievement of pupils. 7.5 hours per week x7 weeks Following review of 6 week assessments focus became Y2, 3, 4 and 5 Hours increased to five mornings a week for a final push to the end of term	£1163 £5157	Baseline data 6 week assessments End of year data	Y1 Maths 100% ARE Y2 Maths 25% ARE Y3 Maths 100% ARE Y4 Maths 40% ARE Y5 Maths 80% ARE Y6 Maths 25% ARE Catch -up sessions have been highly effective so will continue until December 2021 (£5157)
	To support pupils with readiness to learn	Reallocation of TA support to include Daily start of day nurture session for selected Y5/6 pupils Nurture Support for specific Lower School pupils including Lego therapy	2.5 hrs per week @£10 per hour 0.5 hrs per week @£10 per hour	Improved behaviour of specific pupils enabling all pupils to maximise learning without distraction or disruptive behaviour.	Child said “it was good to be able to talk to friends.” Children calmer and ready to focus and learn.
Total cost			£6320		

EEF Recommendation 3.	Objective	Strategy	Budget	Measuring of Impact	Evaluation
Wider Strategies	To support parents and carers	<p>Ensure whole school messages sent on Parentmail and as part of weekly newsletter. Use Class Dojo as a teacher/parent communication tool.</p> <p>Use Google Classroom to provide live and blended teaching and to act as a resource base for support with home learning and blended learning.</p> <p>Provide all families with topic knowledge organisers, home learning sheets and key vocabulary.</p> <p>Develop additional maths resources to supplement learning in class.</p>		<p>Parent questionnaire. See separate document.</p> <p>Children's questionnaire</p>	<p>71% parents said the at the right amount of work was set.</p> <p>86% of parents said the school was supportive.</p> <p>84% children said they enjoyed the work.</p> <p>92% children said they could get help from most or all the time.</p>
	To ensure all families have access to technology	<p>Apply for data bundles for families</p> <p>Increase chromebook provision within school and consider option of using old school laptops as a home resource for families without provision.</p>	supported through capital funding		
Total cost					

