

# Catch-Up Premium Plan

## Newton Burgoland Primary School

Summary information					
<b>School</b>	Newton Burgoland Primary School				
<b>Academic Years</b>	2020-21	<b>Total Catch-Up Premium carried f</b>	£ 7,360	<b>Number of pupils</b>	89

### 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
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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](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

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.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown	
<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of 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. (formative)</p> <p>Those who have maintained mathematical practise throughout lockdown are less affected, however those who evidently didn't engage with doodle maths or the work set have had to 'catch up' basic knowledge so that it can be applied.</p>
<b>Writing</b>	<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. Some teaching of specific genres was missed. 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>
<b>Reading</b>	<p>Almost all 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, some 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. Some pupils lack stamina for extended reading. Early readers, have missed phonic teaching and opportunity to apply their knowledge. They are catching up on sight word learning and comprehension skills. It has also been harder for some pupils to take up the habit of regular reading at home now that they have returned to school.</p>
<b>Non-core</b>	<p>There are now some gaps in knowledge for some pupils – 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> <p>During lockdown some pupils accessed the curriculum set in non-core subjects others did not.</p>
<b>Learning Habits and dispositions to learning</b>	<p>Some pupils have found it difficult to settle back into the routines of learning and to meet learning behaviour expectations. This is particularly true of younger pupils.</p>
<b>Well-being</b>	<p>Some pupils are anxious following the loss of routines during the closure. Some families are experiencing difficulties- work related worries, relationships changes, financial difficulties, family well-being issues and mental health issues-these are impacting on pupil well-being and on emotional literacy needs.</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 (Intent)	approach /cost (implementation)	Impact	Review/ next
<p><u>Supporting great teaching:</u> Over time all pupils will gain the subject knowledge outlined in the national curriculum</p> <p>Over time all pupils will be on track to make good progress from entry to Y6- pupils in Y5/6 will make rapid progress in addressing gaps in core subjects.</p>	<p>Small group tuition additional LSA support in class in KS2</p>	<p>Y6 pupils made good progress from Y2 in all subjects</p>	<p>July 2022</p>
<p><u>Teaching assessment and feedback</u> Teachers will have a very clear understanding of the gaps in pupils' learning. Lessons and interventions will be planned to close gaps in learning Benchmarking will be used to set targets for pupils Parents will work as partners to close identified gaps</p>	<p>Purchase test materials</p>	<p>Individual needs identified and gaps addressed where possible</p>	<p>July 2022</p>
<p><u>Transition support</u> Children who are beginning their schooling at NBPS will have a staggered transition from pre-school to build their confidence Tapestry will be used to engage with parents about learning in school and at home</p>	<p><b><i>Tapestry</i></b></p>	<p>Pupils have settled well Parents are engaging well with Tapestry.</p>	<p>July 2022</p>
<p><u>Well-being support</u> Children will be supported to manage difficult feelings, including worries related to covid and changes due to covid.</p>	<p><b><i>PSHCE will be in place in all classes Additional PSHCE will be put in place to support any individual or group difficulties Intervention support will be in place if/ when needed Training will be in place for any new intervention/ support schemes needed</i></b></p> <p><b><i>All pupils will access forest schools</i></b></p> <p><b><i>The school will work with well-being education for additional support and resources</i></b></p>	<p>Significant progress in summer term.</p> <p>Pupils have settled well in autumn 21 as a result</p>	
<b>Total budgeted cost</b>			<b>£12,000</b>

ii. Targeted approaches			
Desired outcome (Intent)	approach /cost (implementation)	Impact	Review
<u>1-to-1 and small group tuition</u> 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.	<i>Daily reading, Precision teaching Technology for additional teaching space- The hall</i>  <b>£4,000</b>	Pupils made good progress but the second lockdown means that there are still gaps	
<u>Intervention programme</u> Pupils with difficulties in maths caused by covid will be supported to catch up Pupils with difficulties in reading caused by covid will catch up Pupils with difficulties in writing caused by covid will catch up Pupils struggling with well-being will be supported	Purchase further decodable books		
<u>Extended school time</u> Children will make good progress	Early bird club to support individual pupils		
<b>Total budgeted cost</b>			<b>£4500</b>

iii. Wider Strategies			
Desired outcome	Chosen action/approach	impact	review
<u>Supporting parents and carers</u> Pupils and parents will be able to access learning when needed for reasons of <ul style="list-style-type: none"> <li>Self-isolation</li> <li>Bubble closure</li> </ul> Pupils and parents will be able to share completed learning with a teacher for feedback	Tapestry is in place for KS1/ EYFS  Microsoft teams is in place for KS2 Tapestry is in place for KS1/ EYFS Home learning packs are in place in advance of need Microsoft teams is in place for KS2	Good communication between home and school in place which suited most families	
<u>Access to technology</u> Teachers will be able facilitate effective home-learning with increased capacity to share resources and communicate learning to children-including feedback Website information will give clear guidance on work to be accessed for: <ul style="list-style-type: none"> <li>Self-isolation</li> </ul>	Training is in place for all teachers	Some families asked for more online support Most pupils made good progress from starting points	Staff able to offer more online support in Autumn 2021 in response to feedback

Cost paid through Covid Catch-Up **£7360**

Cost paid through school budget **£9140**

Total: £16,500