



Catch-Up Premium Plan

Sheepy Magna CE Primary School

Summary information

School	Sheepy Magna CE Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£9,200	Number of pupils	115

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

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.

EEF Recommendations

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

Wider strategies

- Supporting parent and carers
- Access to technology

Identified impact of lockdown

Maths	Specific content has been missed, leading to gaps in learning. Children at Sheepy still have a good appetite for maths and lockdown has not affected their attitudes, however they have simply missed areas of learning. Recall of basic skills has suffered – some children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments for some children.
Writing	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 for some. 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	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 have less stamina to read longer texts and comprehension skills have dipped for some. The gap between those children that read widely and those children who don't has increased. In addition, KS1 children have lost learning in phonics and this has affected their ability to decode texts.
Non-core & Cultural Capital	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, residential experiences, visitors and powerful curriculum moments.
Behaviour & Attitudes	Children at Sheepy School have had very different experiences during the initial national Lockdown. With the vast majority of children at home, many children were not expected to concentrate for sustained periods of time, as they would in a school environment. At home, children learnt in many different ways and their skills, stamina and confidence as learners will need rebuilding.
Emotional & Social Wellbeing	Sheepy pupils have had different experiences during lockdown, including the reduction or loss of social interaction with their peers. There are also some known bereavements within families due to Covid19. The lack of routine for some children has heightened anxiety and for some children this has resulted in the inability to understand and manage their emotions; this impacts on many other aspects of their life including their academic performance.

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
<u>Supporting great teaching:</u> 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. Teachers will plan giving thought to reducing cognitive load and to supporting more able children to achieve to their full potential.	<i>Support for teaching staff to plan and research units and on reducing cognitive load, through staff meeting time and CPD – provided in-house</i> (£0) <i>Resources previously purchased for the more able children to be used to stretch and challenge the more able children across school.</i> (£0)		AF LG NO	Feb 21 Feb 21 April 21
<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 that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.	<i>Purchase and implement Word Reading Tests and Reading Comprehension Test. Complete termly tests and record assessments to identify gaps and on Insight to track performance.</i> (£500)		CK	July 21
<u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling with Sheepy have an opportunity to become familiar and confident with the setting before they arrive.	<i>Create a virtual tour of Sheepy Magna CE Primary School to share with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining Sheepy Magna.</i> (£0)		AF GK	Dec 20
<u>Behaviour & Attitudes</u> Teachers will work to rebuild children's stamina for learning to be in line with their pre-lockdown behaviour for learning. All staff will push to support children to build their resilience and use a positive growth mindset.	<i>Sheepy was just embarking on Routes to Resilience prior to Lockdown and this will be introduced and embedded throughout the year to address the difficulties caused by Lockdown.</i> (£0) <i>Continue with embedded work on Growth Mindset.</i> (£0)		NO AF ES	July 21
Total budgeted cost				£ 500

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. 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. Using analysis of assessments, targeted intervention will be supplied for children in order for them to catch up.	<i>Employ our part time teaching staff to lead intervention groups and 1-1 sessions for identified pupils. If teaching children that are not in their own class, work closely with classteachers.</i> <i>Headteacher support identification of individuals.</i> <i>SendCo to support identification of forms of intervention.</i> <i>Cover for teachers for pupil progress meetings</i> (£7000)		AF NO	Feb 21
<u>Intervention programme</u> Appropriate intervention, such as Precision Teaching, supports those identified children in reinforcing their understanding of reading sight words, phonics, basic maths skills and application of number.	<i>Training for Precision Teaching is sought so that staff are able to deliver intervention confidently. Further intervention schemes purchased where needed. An intervention is identified and purchased.</i> (£1000)		NO CK LG	Training aut July 21
Total budgeted cost				£8000

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>Additional online learning resources will be purchased, such as Bug Club to support children reading at home. Likewise, Spelling Shed or similar will be purchased so that children can practise spellings at home.</i> (£200) <i>Home-learning paper packs are bought and ready to distribute for all children.</i> (£500)		AF LG	Feb 21 Feb 21
<u>Access to technology</u> During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.	<i>LCC to provide 4 laptops to support pupils working and learning at home.</i> <i>DfE to provide 1 laptop to support pupils working and learning at home.</i>		AF CK AF	Feb 21 Feb 21

Teachers to have access to WiFi when working from home so that they can teach and communicate effectively with their pupils.	<i>Purchase additional, portable WiFi for use by staff to boost / supplement their home WiFi systems so that they do not incur extra expenditure.</i> (£500)			
Source new iPads to update current stock and gain additional to allow more children access at one time.	<i>Dixie Foundation to supply funding for updating and increasing number of iPads available in school.</i> (£12,000)			
<u>Social & Emotional Wellbeing</u> Teachers will prioritise the teaching of PSHE and will ensure children are given opportunities to explore their emotions and how the pandemic may have adversely affected their wellbeing. Children with a need will be able to access support through a trained ELSA.	<i>Priority will be given to PSHE during the first term to allow children to reflect on their experiences and to allow staff to identify children who may need additional support.</i> (£0) <i>TA to be ELSA trained and will be given time to make and prepare resources for supporting children's social and emotional wellbeing.</i> <i>ELSA trained governor to support the development of this TA's role.</i> (£500)		LG CK NO	July 21
Total budgeted cost				£ 700
		Cost paid through Covid Catch-Up	£9,200	
		Cost paid through charitable donations	£12,000	
		Cost paid through school budget	£1,000	