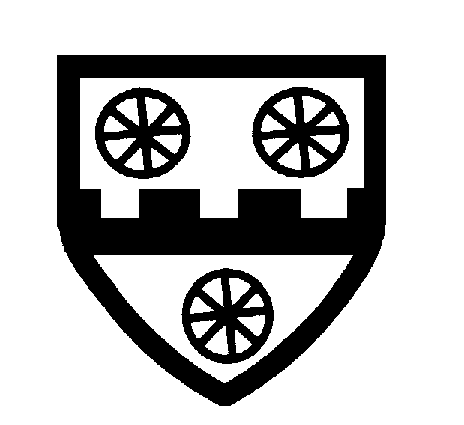
**** **Catch-Up Premium Plan**

**Ash Cartwright and Kelsey Primary School**

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| **Summary information** | | | | | |
| **School** | Ash Cartwright and Kelsey Primary School | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £11,440 | **Number of pupils** | 142 |

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| **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** |
| 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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).  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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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 |

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| **Identified impact of lockdown** | |
| **Maths** | 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’.  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/White Rose assessments. |
| **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. 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. Handwriting skills need to be revisited. |
| **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, 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 and some of our most vulnerable students have lost some of their phonic knowledge |
| **Non-core** | Following our long term curriculum plan during partial closure meant units of work have been planned and learning opportunities were available. We are aware that some children did not access this learning and some children are less able to access pre-requisite knowledge when learning something new. 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. Physical fitness overall has declined and stamina and fitness need to be improved to support well-being and our recovery curriculum. |

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| **Planned expenditure -** The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools) | | | | |
| 1. **Teaching and whole-school strategies** | | | | |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Books for Library  Children who have a lower reading age will need access to appropriate texts to ensure that they continue to be engaged in reading – daily DEAR time to be extended in all classes | ***Librarian and English leader to order appropriate texts to ensure a range of genres and appropriate challenge for the bottom 20% of cohorts - £600*** |  | AH and librarian | June 2021 |
| Transition support  Children who are joining school from different settings or who are beginning their schooling with Ash Cartwright and Kelsey have an opportunity to become familiar and confident with the setting before they arrive. | ***The Headteacher will offer individual tours for new starters for September 2021 and for pupils joining our school community – no actual cost just HT time*** |  | FC | Ongoing |
| **Total budgeted cost** | | | | **£600** |

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| 1. **Targeted approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| 1-to-1 and small group tuition  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. | ***Additional release time and training to support the delivery of the reading fluency project. Overtime costs for TA’s to plan and implement programmes ‘reading between the lines’ and ‘language for thinking’ - £9,590*** |  | JW | April 21 |
| Intervention programme  An appropriate numeracy intervention, such as Numbers Count Lite, supports those identified children in reinforcing their understanding of basic maths skills and application of number. | ***An intervention is identified. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data) - £750*** |  | JW | July 21 |
| **Total budgeted cost** | | | | **£10,340** |

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| 1. **Wider Strategies** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting parents and carers  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. | ***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 - £500*** |  | FC | Feb 21 |
| Improved fitness with the daily mile  Children build resilience and physical fitness through completing the daily mile  Improved exercise opportunities by providing all weather facilities  Children have access to all weather facilities during break times and lessons | ***PE leader to compile timetable enabling pupils to complete the daily mile***  ***HT to source funding for an all-weather astro-turfed area for breaktimes and lessons - £11,000*** |  |  | Feb 21  Feb 21 |
| Enable a broad and balance curriculum through trips and visits  Children to still access a broad and balanced curriculum by experiencing a range of trips and visits linked to topics and well-being | ***PTFA to fund trips and visits ie Forest School sessions to enable pupils to make connections within their learning - £2000*** |  | FC | June 2021 |
| **Total budgeted cost** | | | | **£13,500** |
|  | | **Cost paid through Covid Catch-Up** | | **£11,440** |
|  | | **Cost paid through charitable donations – ie PTFA**  **Charitable funding for an all-weather astro turfed area** | | **£2,000**  **£11,000** |
|  | |  | | **£24,440** |