



Summary information

School	Thorp Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£16,320	Number of pupils	227

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.</p>
Writing	<p>Children have not 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 did not 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 do not is now</p>

	increasingly wide. Children in Early Years and Key Stage 1 had access to phonics over the school closure but the impact is variable. As reading books were sent home with children, some books were not returned and as a result this impacts the resources available to send home in the future.
Non-core	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. Some subjects had to be adapted during remote learning due to the availability of resources, such as scientific experiments, art and music. During the second national lockdown children accessed the wider curriculum remotely with adaptations.
Emotional and wellbeing	Children’s experiences from the school closures have varied. Some children had limited or no interaction with their peers or other children during the school closures and as a result have become withdrawn, lacking the social skills to interact with others and also lacking in self-confidence. Children’s return to school has been successful for most children, however, strategies are to be implemented to help those children who have returned to school and are struggling with social interactions and their emotions.

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 subject 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.	<i>Additional time for teachers to research and plan noncore subjects. Release time and additional cover will be required to facilitate the additional PPA.</i> <i>(£2500)</i>		ED	July 2021

<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>Purchase and implement the Rising Stars National Teststyle Standardised Assessments for maths (Summer term). Complete termly tests and record assessments on MARK to identify gaps an on Insight to track performance.</i></p> <p style="text-align: right;">(£420)</p>		<p>KP</p>	<p>July 21</p>
<p><u>Whole Class Reading Text Books</u></p> <p>English and guided reading lessons have been planned around a quality text.</p>	<p>Each child to receive a copy of the class text to ensure in the event of a future bubble closure, children can continue to work on closing the gap whilst learning remotely.</p> <p style="text-align: right;">(£5000)</p>		<p>MG</p>	<p>July 21</p>
Total budgeted cost				£7920

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <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>Teaching Assistants will deliver Rapid Read and Toe by Toe interventions. Resources to be purchased.</p> <p>Rapid Read = £412</p> <p>Additional release time and training to support the delivery of the reading interventions. (£1000)</p> <p>Additional Tutoring Hours to lead small group phonics interventions (£1500)</p>		<p>LB/ MG</p> <p>ED/ LB</p> <p>ED/ MG</p>	<p>July 21</p> <p>July21</p> <p>July21</p>
<p><u>Intervention programme</u></p> <p>An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p>An intervention is identified and purchased. Staff within Key stages are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</p> <p>(£1200)</p>		KP	July 21
<p><u>Whole school writing approach</u></p> <p>An appropriate writing framework to be implemented across school to ensure there is a consistent approach to teaching children how to write and reinforcing their understanding of basic punctuation and sentence structure that has been lost during the school closure.</p>	<p>A whole school approach on how to teach children to write is identified and purchased. Staff within key stages are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</p> <p>(£2164)</p>		MG	July 21
<p><u>Extended school time</u></p> <p>Identified children are able to access a weekly catch-up club. The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.</p>	<p>LKS2 and UKS2 phases will identify 10 children within the year groups that require additional intervention. The cost of a teacher or TA per club and snacks for the children is made available.</p> <p>1HR X 24 WEEKS TA salaries £350 (£100 snacks)</p>		EF AB LB LM	July 21
<p><u>Home Educational Learning Guides</u></p> <p>All year groups from Yr2 -Yr6 to have a copy of the CPG catch up bundles</p>	<p>All children from Yr2– Yr6 will receive a CPG catch up pack to be used at home and within school.</p> <p>(£1600)</p>			

Total budgeted cost £8326

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Children have access to appropriate stationery and paperbased home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	<i>2-day 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. £2000</i>		ED	Ongoing
<u>Access to technology</u> Children to have laptops that are equipped with webcams and allow the children to access school-based resources from home and to be able to access virtual live teaching.	<i>Purchase 5 laptops with cameras. This will enable the children to access the curriculum during remote learning through live virtual teaching. £2675</i>		ED	Dec 20
<u>Summer Support NA</u>				
			Total budgeted cost	£4675
			Cost paid through Covid Catch-Up	£16,320

	Cost paid through school budget	£4601
		£20,921