

Catch-Up Premium Plan 2020/2021

Summary information					
School	Fishponds CE Academy				
Academic Year	2020-21	Total Catch-Up Premium	£32,640	Number of pupils	398 (+ nursery)

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 years reception through to 11.</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>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 haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GPS 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.</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 don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected.</p>
Non-core	<p>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.</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	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
Ensure that any gaps derived from Lockdown are addressed so good progress in English and Maths are enabled.	Staff training to enable class teachers to address gaps and ensure that non negotiables are focussed on before moving on to new learning. <i>South Glos Integra training – Ready to Progress in English and Maths Sessions costing + release: CPD paid by Trust centrally- cover approx. £1280</i>	Aiming for children to make rapid progress and meet their ambitious targets.	DC	T2,T4, T6
Non Core learning- Ensure that planning takes account takes account of prior learning and experiences missed to enable the golden threads of our curriculum to still hold true.	Curriculum Lead will highlight missing links on curriculum overview and empower teachers to adapt planning to ensure that the previous knowledge is provided before moving the children on to new learning. <i>This is likely only to be one topic per year group.</i> Curriculum INSET for teachers – Sept 20, November 20 and January 21. (Already within school budget)	The children's understanding of the links within our Topic curriculum is not hampered by lockdown.	BG	T4 and T6

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
To increase progress in reading where Term 1 data has identified that children have slipped off track due to Covid closure.	Reading Assistant Appoint 1 x Reading Ast for afternoons to run BRP programme 1:1 with target children costing..... Cost : £3603.85 <i>The school has used reading Ast before for PP children in KS1 and this has proven successful in doubling the rate of progress for this group.</i> Academic Learning Mentor through DFE funded programme with Teacher First.	Target children will make their reading target which will draw them back in line with the prior attainment trajectory.	HE / AJ	First review T5 and then T6.

	<p>Appoint 2 x ALMs full-time (one KS1 and one KS2) Academic Learning mentors work up to 35 hours per week and provide small group or 1:1 tuition as identified by the phase leader from their data analysis.</p> <p>Cost : School only pay on-costs for each ALM costing £4066.62</p>		<p>KB for KS1 ALM</p> <p>AJ for KS2 ALM</p>	
To increase rates of progress in writing in Y5,6,and Y2 as identified through Term 1 data drop .	<p>Writing Conferencing.</p> <p><i>Funding will be used to provide teacher cover for classes to release the class teacher to provide effective feedback and conferencing around next steps in writing. Effective feedback takes place within a safe relationship with a teacher who already knows the strengths and gaps of each child they work with. When back in class the class teacher is able to hold the child accountable for the improvements in writing throughout the week following on from session.</i></p> <p>20 hours of class based cover by teacher per week costing: £15,720.58</p> <p>Nb: after the third lockdown and re-opening of the school in March 2021, the catch up teacher will now work out of Year 5 as the data indicates that this cohort have developed further gaps.This will be reviewed at each data point. (T5 and T6)</p>	<p>The EEF states that ‘Effective Feedback’ is able to add high rates of progression provided the feedback is of good quality. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p> <p>As result of this provision children in Y5will be able to meet their writing targets and get back on track to align with prior levels of attainment. This will need to be an increased rate of progress.</p>	Phase leaders of each year group.	First review T5 and then T6.

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
To improve children’s spoken language ability in Reception where there are difficulties with language and communication.	Staff release to carry out assessments 1:1 with each child. (3 days supply) Staff training for 4 members of the EYFS team (8 days of release) to complete 20 hours each of NELI online training.	After the 8 days of training, the team will be able to run the 20 week intervention to target those in the cohort with low levels of Language and Communication.	CS	March data baseline to be completed upon

	https://www.elklan.co.uk/neli/about-neli Costs: 4 days teacher cover: £800 4 days TA cover £480 + 3 days staff release to assess children.(£560) Total £1835			children's return to school then June data drop.
Total budgeted cost				£26,511.12
<i>Nb: Costs have decreased for each post above as they started later than planned and budgeted for : January 2021 for Read Ast and Catch Up teacher. ALMs started March 2021. We originally appointed two Reading Ast but one was unable to take up post as her university course started up again. We now have £7,408.88 left over as result of above changes and are looking into organising provision over a holiday period in regard to tutoring.</i>		Cost paid through Covid Catch-Up		£25,231.12
		Cost paid through charitable donations		£0
		Cost paid through school budget		£1280