



Catch-Up Premium Plan - Studley St Mary's C of E Academy

Summary information

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|----------------------|---------------------------|-------------------------------|--------|-------------------------|-----|
| School | Studley St Mary's Academy | | | | |
| Academic Year | 2020-21 | Total Catch-Up Premium | £16960 | Number of pupils | 212 |

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](#).

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

| | |
|-----------------|---|
| 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 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. SPAG specific knowledge has suffered, leading to lack of fluency in writing. Many children 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. The children in Year 3 have gaps as they had not finished phonics teaching and non of the year 2 spelling patterns have been taught.</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 impacted. There has been a widespread loss of the love of reading which needs to be reignited. The key skills of retrieval, inference and understanding of word choice has been impacted. There has also been a significant impact on children's vocabulary which has stagnated or regressed.</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? |
|--|---|------------------------|----------------------------|--------------------|
| <p><u>Supporting great teaching:</u></p> <p>To reignite a passion for reading by ensuring children have a wide range of texts available within each stage</p> | <p>Purchase of additional high-quality reading materials to allow greater choice for each class and reduce impact of quarantine times</p> <p>Purchase additional books for class readers to allow each child to have their own copy</p> <p style="text-align: right;">(£4842.85)</p> | | RA | Feb 21 |
| <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 NFER. Complete termly tests and record assessments to identify gaps an on Insight to track performance.</i></p> <p><i>GLA assessments for readers that fall below ARE to identify specific issues</i></p> <p style="text-align: right;">(£5,284.02)</p> | | RR | July 21 |
| | | | Total budgeted cost | £ 10,126.87 |

ii. Targeted approaches

| 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 improved numerical fluency and understanding of key mathematical</p> | | | SR | Feb 21 |

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| concepts. They will be able to reason as a result of not having to focus on simple calculation. They will be confident mathematicians and dips in mathematical attainment will be negated. | <i>Third space will be targeted in years 4 and 5 in the spring term. (additional £5,000 cost to be covered by PPG funding)</i> (£4,100) | | | |
| Total budgeted cost | | | | £4,100 |

| 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 CGP books will be purchased to support home learning .</i> (£1402) <i>Stationery packs will be provided to those families who need the resources for the children to be able to complete the work.</i> (£1365) | | RR RR | Feb 21 Feb 21 |
| | | | | £2,767 |
| Total budgeted cost | | | | £ 16993.87 |
| | | | Cost paid through Covid Catch-Up | £16,993.87 |