

Catch-Up Premium Plan

Bassenthwaite Primary School

Summary information				
School	Bassenthwaite Primary School			
Academic Year	2020-21	Total Catch-Up Premium	£ 2160	Number of pupils
				28 (27 exc N)

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> <p>The school has also received funding from WELL of £2000 to support pupil resilience and post Covid recovery.</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, some children are quite simply, 'behind' and have gaps.</p> <p>Recall of basic skills has suffered – some children in Year 2 are not able to recall addition facts, in Year 3 and 4, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic / mental maths assessments. However, following October half termly assessments only 3 pupils were working below age related expectations (10%)</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. 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. 14% of our children are on targeted support. One pupil is receiving 1:1 support and 3 year 5 boys are accessing extra small group support in addition to their Literacy lessons.</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 7% of readers (one pupil) has been disproportionately affected. Pupils have had less opportunity to use inference and deduction skills and to develop higher order reading skills (i.e. those often developed through discussion / guided reading).</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>

Training

Remote learning

Onebillion

Reciprocal Reading

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 (<i>suggested headings</i>)	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>Ensure reluctant readers have motivating, good quality texts to choose from to encourage them to read and increase fluency & reading levels. Proportion of pupils achieving expected standard and above in Reading in line with National Expectations.</p>	<p>Purchase additional reading books after consulting with pupils about areas/authors they are interested in. £200</p> <p>Reciprocal reading programme – supply time and cost of programme. Supply £200</p> <p>Cost of programme covered by separate WELL grant</p>		SR	February 2021
<p><u>Supporting great teaching:</u></p> <p>Motivate and encourage pupils to develop writing stamina and skills. Children become more confident and have increased stamina in writing. Proportion of pupils achieving expected standard at least in line with National expectations.</p>	<p>Author visit to Key Stage 2 Continued opportunities for writing linked to visits/visitors (where possible), ne audiences (e.g. for local paper), and topic work / other subjects. £90</p>		SR	February 2021
<p><u>Supporting great teaching</u></p> <p>Close gaps and support progress in maths</p>	<p>Encourage use of ICT programmes at home e.g. prodigy, purple maths, Onebillion</p>		SR/AT	March 2021
<p><u>Transition support</u></p> <p>Ensure pupils who have joined the school have sufficient induction and support so that they can join the school ready to learn and engage. Careful support for all pupils returning to school after lockdown to take account of mental health and wellbeing.</p>	<p>Extra time to settle in; phone calls to parents to replace home visits (September).</p> <p>Welcome back days in July for all pupils not in provision; focus on mental health and wellbeing for first half term. (£200 staff time/supply costs)</p>		SR	November 2020
Total budgeted cost				£ 690

ii. Targeted approaches				
Desired outcome (<i>suggested Headings</i>)	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Close the gap between less able pupils' achievement and expected standards.	1 to 1 support for Maths and Literacy delivered by Teaching Assistant (for particular pupils who have fallen behind) (£800) 1 to 1 SATs catch up / revision sessions for Y6 pupils who are struggling to get to expected standards – possibly through national tutoring programme (£200) Speech and language support delivered by Teaching Assistant for pupil who has missed S&L intervention over lockdown period (£800)		SR/AT/DH AT DH	Feb 2021 April 2021 Ongoing
<u>Intervention programme</u> Close the gap between less able pupils' achievement and expected standards – ensure children who have fallen below expected standard receive support to close the gap.	Structured Reading & Spelling support delivered by Teaching Assistant – 2 hours a week for 12 weeks (£400)		AF	Feb 2021
<u>Intervention programme</u> Close the gap between less able pupils' achievement and expected standards – develop language skills in EYFS. Improvement in CLL attainment.	Nuffield Programme to be delivered by TA (£400)		DH	Feb 2021
Total budgeted cost				£2600

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u>				
		£		
Access to technology Updating of laptop and desktops New Chrome Books for school (to use for onebillion app)				
		(£2000)		
<u>Summer Support</u>				
				Total budgeted cost
			Cost paid through Covid Catch-Up	
			Cost paid through charitable donations	£
			Cost paid through school budget	£
			Cost paid through WELL funding	£2000