

Catch-Up Premium Plan

All Souls' Church of England Primary School

Summary information					
School		All Souls' Church of England Primary School			
Academic Year	2020-2021	Total Catch-Up Premium	£22,480.00	Number of Pupils	262

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 affected the most. 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' allocation of Catch-Up funding 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 year 11.</p> <p>This grant will only be available for the 2020-2021 academic year as it is designed to mitigate the disruption caused by COVID-19. It will not be added to the schools' baselines in calculating future years funding allocations.</p>	
Use of Funds	EEF Recommendations
<p>Schools should use the specific funding for specific activities or resources to help 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 autonomy to spend their funding in the best way for their cohort and circumstances identified.</p> <p>To support schools to make these judgements, the Education Endowment Foundation (EEF) have 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	Some of the units of work provided during home learning were new topics. Due to the varied interaction of home learning during national lockdowns, some children accessed these topics and moved forward, others needed the unit taught again on return to school. Through testing it has been identified that a sizeable proportion of the children across the school do not have the deep learning and understanding of some topics that we would expect them to have. Although arithmetic skills seems to have progressed, the reasoning skills of maths across the school is weaker and was clearly identified through analysis of test. Children are having difficulties also in recalling knowledge and facts.
Writing	Writing was the area that has been most affected by home learning. Parent's found this difficult to support at home and so children's stamina for writing on return to school has diminished. Writing across the school is very weak and most children are behind the expectation for where they should be in the academic year. Some of the 'basics' of writing have not been practised at home and so there are gaps in the children's understanding and application of spelling and grammar rules. Vocabulary is an area that is key for us to focus on as a school and this will be embedded into the curriculum from September.
Reading	Many of our children accessed reading at home and, through using accelerated reader, we could keep a track on how many books and quizzes were being used. However, stamina for reading needs to be developed again and comprehension skills need to be developed through the use of VIPERS lessons. Vocabulary rich texts need to be enhanced at school as children may not have had access to challenging texts at home.
Non-core	It is more challenging to ascertain the knowledge of the skills that the children have acquired during the lockdown periods in the wider curriculum subjects. It was difficult to cover all of the curriculum sufficiently through home learning. It is important to consider the skills knowledge that has not been covered and plan and sequence the curriculum in order for the children to be supported effectively in the wider curriculum subjects.
Emotional and Wellbeing	All children's experiences will have varied during the lockdown periods. We are aware of the adverse experiences that some children and families may have had and that there may be long term emotional and well-being issues with the children. It is important that children and their families feel safe to discuss feelings and emotions and that continued support is in place to support this.

Planned Core Approaches to support the catch-up learning
<p>All Souls' Primary School understands that all children will have been affected by the closure of schools due to the periods of national lockdowns. It is important, therefore, that an effective and efficient diagnosis of gaps in their learning is undertaken on return to school and continued throughout the rest of the academic year. It is also important to understand that children will need to settle back into the routines and structure of school life and that this may be more of a challenge for some. Once gaps have been identified teachers will:</p> <ul style="list-style-type: none"> • Differentiate learning within the class where needed and for specific groups of pupils. • Plan bespoke groups for lessons or objectives across the year groups or phase.

- Plan interventions run by TA's in the afternoons or early mornings.
- Some 1:1 interventions where needed.
- Teach booster sessions run by teachers after school. This will be fluid and planned around gaps that have been identified. This will be for 45 minutes after school or before school and children will be invited.
- Identify emotional needs and plan sessions with learning mentor/FLO to support.
- Ensure that reading and writing are planned into all lessons across the curriculum.
- Due to missing data a robust assessment and moderation plan will be in place across the school to ensure consistency and accuracy in each phase group.

Barriers to Future Attainment	
1.	Pupil attendance for specific groups- ensuring that parents understand the importance for children to attend school and to attend school on time to maximise all learning opportunities.
2.	Pupil motivation, resilience and behaviour.
3.	Pupils with SEND will need to be supported as learning at home will have been more challenging.
4.	Pupil mobility- high percentage of mobility throughout the school, new children joining the school during the lockdown periods.
5.	Children in Year 1 will need to be closely monitored as they missed crucial time in Early Years, phonics and early 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	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
Investment in high quality teaching and learning resources to support with testing and gap analysis.	Pixl		HW	
Total budgeted cost				£3,240.00

ii. Targeted approaches				
Desired outcome	Chosen action/approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
Additional teaching hours to lead booster groups before and after school	Teacher catch up booster session costs.		HW FW LR	
Resources to support SEND/Dyslexia	Purchase of Nessi		IH	
Total budgeted cost				£1,680.00

iii. Wider strategies				
Desired outcome	Chosen action/approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
Cover for DHT class to support Pixl across the school	LW cost		LR HW	
Total budgeted cost				£2,207.44
			Cost paid through Covid Catch-Up	