



# Catch-Up Premium Plan

## St Thomas of Canterbury Church of England Junior School

### Summary information

<b>School</b>	St Thomas of Canterbury Church of England Junior School				
<b>Academic Year</b>	2020-2021	<b>Total Catch-Up Premium</b>	£24,640	<b>Number of pupils</b>	308

### 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

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.

### EEF Recommendations

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

<b>Maths</b>	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'. 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.
<b>Writing</b>	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar, punctuation and spelling 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 and concentration due to the lack of fluency in their ability to write.
<b>Reading</b>	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. Reading for pleasure, on the whole, has been maintained, although children have found it harder to develop their skills around inference and deduction (comprehensions skills).
<b>Non-core</b>	There are now emerging 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.

**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 quality first teaching (QFT) teaching:</u></p> <p>The foundation subject will be planned with increasing detail, challenge and consideration for how pre-requisite knowledge and threshold concepts will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports our CPA approach to teaching and learning.</p>	<p><b><i>Additional time for teachers to research and plan non-core subjects. Subject Leader release time and additional cover will be required to facilitate the additional PPA.</i></b></p> <p style="text-align: right;"><b>(£3,192)</b></p> <p><b><i>Purchase additional manipulatives for Lower School initially, and then Upper School.</i></b></p> <p style="text-align: right;"><b>(£1,000)</b></p>		<p>CC</p> <p>SP</p>	<p>March 21</p> <p>March 21</p>
<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 age related expectations, giving a greater degree in confidence and accuracy of assessments.</p>	<p><b><i>Purchase and implement the National Foundation for Educational Research (NFER) Assessments – Year 2 – Year 5. Complete baseline assessment and termly assessments and record assessments on Target Tracker to identify gaps to track performance.</i></b></p> <p style="text-align: right;"><b>(£1,503.28)</b></p>		DM/CC	July 21
<p><u>Transition support</u></p> <p>Children who are joining school from our neighbouring Infant School and different settings have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><b><i>A virtual tour of St Thomas of Canterbury Church of England Junior School is produced and shared with all new-starters.</i></b></p> <p style="text-align: right;"><b>(£250)</b></p>		DM/CM	Ongoing
<b>Total budgeted cost</b>				<b>£ 5,945.28</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u>  <b>Maths:</b> Identified children will have significantly increased rates of mathematical fluency and recall of computational, calculation and arithmetic strategies. <b>Reading:</b> Children 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.	<b><i>A 'Catch-Up Tutor' will be appointed to plan and deliver targeted 1:1 and small group tuition sessions to all of Year 6 and targeted children in Year 5</i></b> <b>(£13,916)</b>		DM/CC	Feb 21
	<b><i>Additional phonics/reading resources (including scheme books) in Lower School to support phonic acquisition in line with SDP priorities.</i></b> <b>(£1,000)</b>		CC	Feb 21
<u>Intervention programme</u>  Through the National Tutoring Programme (NTP) an appropriately targeted intervention programme will support disadvantaged (PPG) children in reinforcing their understanding of reading skills, basic maths skills and application of number.	<b><i>A NTP provider is identified and tutoring purchased at subsidised rate of 25% (75% paid for by DfE). Tutor delivers face-to-face tuition in blocks of 15 weeks with children in Year 3, 4 and 5. (Budget cost works on assumption that up to 15 tutor groups will take place).</i></b> <b>(£2,599.32)</b>		DM/CC/ CM	July 21
			<b>Total budgeted cost</b>	<b>£17,515.32</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>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.</p>	<p><i>Online learning resources will be purchased, such as Lexia (PPG) and Timetable Rock Stars to support children at home. Google Classroom will also facilitate home-learning and home school engagement.</i></p> <p><b>(£131.40)</b></p>		DM/SA/ CM	March 21
<p><u>Access to technology</u></p> <p>To facilitate virtual meetings with parents due to COVID-19 restrictions and to explore alternative ways to increase parental participation and attendance, 'School Cloud' will be purchased to allow virtual video meetings for termly reviews and IPP meetings with SENCo.</p> <p>To enhance and facilitate future home learning and blended learning requirements use Google Classroom as a platform for setting school work, homework and engaging in real time with learners when they are having to self-isolate and participate in home learning.</p>	<p><i>School Cloud purchased and used to streamline booking system for parental meetings and encourage more open and honest engagement.</i></p> <p><b>(£548)</b></p> <p><i>Much of this will be accessed through the DfE funded scheme 'G-Suite for Education' with £1500 grant to cover set up fees and initial deployment and training. Additional training time may be needed for Computing Subject Lead to work with G-Suite Ambassador and training up of Digital Champions from within existing staffing structure.</i></p> <p><b>(£500)</b></p>		DM/HP  DM/SA	March 21  March 21
			<b>Total budgeted cost</b>	<b>£ 1,179.40</b>
			<b>Cost paid through COVID-19 Catch-Up</b>	<b>£24,640</b>
			<b>Cost paid through school budget</b>	<b>£0</b>
			<b>TOTAL</b>	<b>£24,640</b>