

# Catch-Up Premium Plan 2020/2021

## Summary information

<b>School</b>	St. Peter's Academy, Chippenham				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£13520	<b>Number of pupils</b>	169

## 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.

## Identified impact of lockdown

<b>Maths</b>	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies and work on fractions. This is reflected in base-line 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. 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.
<b>Reading</b>	Children who were competent readers accessed reading during lockdown well; however emerging readers and those who were less fluent in their reading have fallen behind their peers. The bottom 20% of readers have been disproportionately affected.
<b>Non-core</b>	As a result of missed school and pre-school, some younger children have missed out on a significant amount of Speech and language development as a result of COVID. This is particularly evident in Reception and Year 1.

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

<b>i. Teaching and whole-school strategies</b>				
<b>Desired outcome</b>	<b>Chosen approach and anticipated cost</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<p><u>Supporting excellent teaching:</u></p> <p>Improved teaching through targeted CDP (offer through DBAT and Integra training)</p>	<p><b><i>Additional release time for teachers to complete CPD in quality first teaching through Integra.</i></b> <b>(£1000)</b></p> <p><b><i>Additional online learning resources will be purchased, to support teaching of Maths.</i></b> <b>(£500)</b></p>	<p>Teachers had a better understanding of year group expectations in writing. They were given specific training in delivering units of work to support the children catching up in writing. Writing is still below pre-pandemic levels.</p> <p>Children had access to Mathletics to support learning in Maths. Maths is now back to broadly pre-pandemic levels and most year groups.</p>	ME	Feb 21
<p><u>Teaching, assessment, and feedback</u></p> <p>Teachers have a clear understanding of what gaps in learning remain and use this to inform teaching.</p>	<p><b><i>Purchase and implement the NFER Standardised Assessments suite. Complete termly tests and record assessments to identify gaps to inform teaching.</i></b> <b>(£700)</b></p>	Teachers were able to clearly identify gaps in maths and reading to support teaching and learning. (some assessments were carried over until Autumn 2021)	GN	July 21
<b>Total budgeted cost</b>				<b>£ 3900</b>

<b>ii. Targeted approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased decoding of phonemes and a higher ability in reading. They will be confident readers and dips in reading attainment will be negated.</p> <p>Pupils will have caught up in their writing ability. (Year 2-4)</p> <p>Identified children will have improved in their use of Speech and Language.</p>	<p>🔗 <b><i>Additional phonics training for staff in Years 1-2. (Discovery /Delta classes)</i></b></p> <p>🔗 <b><i>Additional Teaching Assistant time to support phonics and early reading. (Discovery /Delta classes)</i></b></p> <p>🔗 <b><i>Additional Teaching Assistant support (Delta /Enterprise classes)</i></b></p> <p>Additional TA time to complete Training programme provided by DFe/ Nuffield in EYFS/Y1 to provide interventions for children with difficulties in S&amp;L (Explorer/Discovery classes) <b>(£4000)</b></p>	<p>Upskilling of teachers (PT and TS) is leading to a good recovery in phonics levels.</p> <p>Children made good progress as a result of small catch-up group teaching.</p> <p>(2020 phonics results were 83%. 2021 results due in December 2021)</p> <p>Mental health and well-being was prioritized in the classroom for Y2,3,4 children – This enabled the teaching of smaller groups of children and to manage potentially disruptive pupils.</p> <p>One TA fully trained on NELI. All children assessed on Early Language and intervention ran (2020-21). Assessments underway in Autumn 2021.</p>	<p>PT</p> <p>CT</p>	<p>July 2020</p> <p>July 2020</p>

<p><u>Extended school time</u></p> <p>Identified children can access an Early Morning Maths group. The attainment of those identified children improves and effect of lockdown is reduced. Parents are very supportive of this group.</p>	<p>Early Morning Maths intervention group.</p> <p><i>(£1000)</i></p>	<p>Children in Year 6 (2021) made good progress in Maths.</p> <p>Y3/4 Maths and Writing intervention began but stopped (personal circumstances).</p>	<p>KM</p>	<p>July 2020</p>
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<b>Total budgeted cost</b>	<b>£4000</b>
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<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<u>Access to technology</u>  Pupils will have enhanced access to learning through technology in school to support Maths basic facts and reasoning (TT rock stars, Mathletics), Literacy, self-esteem (recording using technology) and the wider curriculum. (research). If class groups of pupils need to self-isolate because of COVID, the Chromebooks are available to lend to classes to support learning.	<b><i>Purchase 30 Chromebooks, 2 trolleys and amend RM SLA to include management of Chromebooks. This will enable the existing stock of laptops to be allocated to classrooms. Chromebooks will be used by the children to support the curriculum. They can also be lent to parents to support home-learning if needed.</i></b>  <b>(£5100)</b>	Chromebooks are mostly used by children in KS2. Pupils are now able to access online learning because of Chromebooks. This is supporting teaching and learning, particularly in Maths and Reading Catch-up program (Lexia).  Chromebooks are also used to support curriculum areas in classrooms, E.g. as an alternative method of recording in KS2.	ME	July 2021
<u>Summer Support</u> NA				
<b>Total budgeted cost</b>				<b>£5100</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£13,520</b>

Balance Carried-forward into 2021/22      £3,420