**** **Catch-Up Premium Plan**

**Buckminster Primary School**

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| **Summary information** | | | | | |
| **School** | Buckminster Primary School | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £8,000 | **Number of pupils** | 96 |

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| **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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).  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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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 |

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| **Identified impact of lockdown** | |
| **Maths** | 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. |
| **Writing** | 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. |
| **Reading** | 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. |
| **Non-core** | 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. |

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| **Planned expenditure -** The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools) | | | | |
| 1. **Teaching and whole-school strategies** | | | | |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting great teaching:  The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.  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 | One LSA in an extra morning a week to support teaching in Yr3/4 class **(£1541.27)**  One LSA in an extra afternoon a week to support teaching in Yr3/4 **(£1067.04)** |  |  | Feb 21  Feb 21 |
| Teaching assessment and feedback  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. | Staff use a variety of assessment tools and strategies and carry out continuous assessments to inform planning and interventions. |  |  | July 21 |
| Transition support  Children who are joining school from different settings or who are beginning their schooling with Buckminster have an opportunity to become familiar and confident with the setting before they arrive. | There is a virtual tour of the school on the website, new starters can come for a half day taster providing they are not returning to their old school.  September starters receive zoom calls from the class teachers |  |  | Ongoing |
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| 1. **Targeted approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| 1-to-1 and small group tuition  Identified children will have significantly increased rates of mathematical fluency and understanding of key concepts.  They 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.  They will be able to write with more fluency and imagination whilst developing accuracy in SPAG | Third Space online bespoke tutoring for 4 x Yr6 children for the entire year **(£1524)**  **(£864 subsidised by national tutoring funding)**  One whole day a week until the Easter holidays an experienced ex teacher of the school to work with different children for RWM. This is generally small groups of Yr5 & 6. Focus is on pre-teaching and embeding key skills and knowledge **(£4500)** |  | DC  DC | Nov 20  Feb 21  June 21 |
| Intervention programme  An appropriate numeracy intervention, such as Mathletics and Mathseed, supports those identified children in reinforcing their understanding of basic maths skills and application of number. | Identified children with gaps in their maths knowledge and skills work 1 to 1 or in small groups on this specific intervention  Mathletics (yr3-6)  Mathseed (yrR-3) **(£285)**  1 to 1 use of ‘Five minute’ box to improve basic numeracy skills **(£162)**    1 to 1 use of ‘Five minute’ box to improve GPC  **(£162)** |  | DC/BO’C | Nov 20  Feb 21  June 21 |
| Extended school time  . |  |  |  |  |
| **Sub-total budgeted cost** | | | | **£9241.31** |

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| 1. **Wider Strategies** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting parents and carers  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. | No additional costs as the school already has a subscription to Purple Mash – the chosen online platform for accessing work if at home.  5-day home-learning paper packs are printed and ready to distribute to children who request it.  **(£200)** |  | CS  DC | Feb 21  Feb 21 |
| Access to technology  Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children. | School has received 3 laptops from the DfE to support disadvantaged children if working at home  ***£1500*** |  | CS | Feb 21 |
| Summer Support  NA |  |  |  |  |
| **Sub-total budgeted cost** | | | | **£200** |
|  | | **Total amount the school is paying for Catch-Up Support** | | **£9441.31** |
|  | | **Cost paid through Covid Catch-Up Funding** | | **£7920** |
|  | | **Cost paid through school budget** | | **£1521.31** |
|  | | **Cost paid through other government funding** | | **£2364** |
|  | | **TOTAL AMOUNT SPENT AT BUCKMINSTER SCHOOL TO SUPPORT CATCH-UP** | | **£11805.30** |