



Catch-Up Premium Plan

Byley Primary School & Nursery

Summary Information			
School	Byley Primary School & Nursery		
Academic Year	2020-21	Total Catch-Up Premium	£7,680
		Based on 96 pupils	

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 Covid-19, the grant will only be available for the 2020-2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</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 Covid-19 support guide for schools with</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies Supporting great teaching Pupil assessment and feedback Transition support</p> <p>Targeted approaches One to one and small group tuition</p>

<p>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>Intervention programmes Extended school time</p> <p>Wider strategies Supporting parents and carers Access to technology Summer support</p>
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Identified impact of lockdown	
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled progress. 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</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. GPS specific knowledge has suffered, leading to lack of fluency in writing. Standards of content and presentation have fallen, even for work posted online for teachers to 'mark' during lockdown. Children who evidently did not 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.</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 who read widely and those children who do not is now increasingly wide. The bottom 20% of readers have been disproportionately affected.</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 and powerful curriculum moments including trips, residential and visitors.</p>

Planned expenditure – The headings below are grouped into the categories outlined in the EEF coronavirus support guide for schools

Teaching and whole-school strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<p>Supporting great teaching</p> <p>Foundation subjects 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.</p> <p>Despite the limitation placed on schools in term of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports consolidation of understanding and progression in learning.</p>	<p>Additional care in researching and planning non-core subjects.</p> <p>Ensure manipulatives for EYFS/KS1 are readily available/accessible to children.</p>		<p>All teaching staff</p> <p>EYFS KS1 staff</p>	
<p>Teaching assessment and feedback</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 norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Purchase and implement NFER termly assessments to evidence standardised scores. Complete assessments to identify gaps in learning and track progress. Crucial to have assessments completed in early and late autumn to review progress.</p>		<p>KW/HB/NT</p>	
<p>Transition support</p> <p>Children who are beginning their schooling with us or joining us from different settings have an opportunity to become familiar with our setting before they arrive.</p>	<p>Children who will be starting in our EYFS class are able to visit the school with an adult, for a short session in their setting.</p>		<p>KW and any class teacher where a</p>	

	Older children changing schools mid-year are able to visit, wearing face coverings where appropriate.		new pupil transfers	
Total budgeted cost				£

Targeted approaches				
Desired outcome	Chosen action / approach	Impact (once reviewed)	Staff lead	Review date
Intervention programmes				
Staff member to be employed (.6) from spring 2021, to work with identified pupils where class teachers can direct focus which have become apparent	.6 staff member (additional to usual staffing) will work alongside individuals or small groups throughout the school, under the direction of class teachers. £12,305		HT/AK	
1:1 and small group tuition				
Identified children will have significantly increased rates of reading fluency and their ability to read at pace will have a positive impact on their comprehension. Their confidence as readers will negate dips in reading attainment.	All children in KS2 to be provided with CGP books n R/W/M to be used during periods of bubble/closure or having to self-isolate due to other family members awaiting test results. £270		HT	
Intervention programme				
Appropriate maths interventions such as power of 1, power of 2 will reinforce understanding of basic maths skills and application of number.	Interventions are purchased to support needs as identified. Staff are employed to deliver the interventions and work with children out of the classroom. £78			
Total budgeted cost				£12653

Wider Strategies				
Desired outcome	Chosen action / approach	Impact (once reviewed)	Staff lead	Review date
<p>Supporting parents and carers</p> <p>Children will have opportunities to access learning at home. These opportunities will not always require parents to engage with activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>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 online learning.</p>	<p>Additional online learning resources will be purchased, which includes staff access to online resources e.g. Twinkl. £350</p> <p>Children have been provided with exercise books and work books which will remain at home ready for any event which necessitates home-learning.</p>			
<p>Access to technology</p> <p>Teachers have laptops equipped with webcams which allow them to deliver home learning. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>				
Total budgeted cost				£350

Teaching and whole-school strategies	£
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	Targeted approaches	£12653
	Wider strategies	£350
	Total Cost	£13003