



Catch-Up Premium Plan - Shevington Vale Primary School

Due to further lockdown restrictions resulting in school closure we have suspended the implementation of certain areas of our Catch Up plan until all pupils return. New review dates will be added.

Summary information					
School	Shevington Vale Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£15,200	Number of pupils	190

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
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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.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
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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

Maths	<p>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'.</p> <p>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. 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. The standard of handwriting has dipped along with children using a wide range of punctuation.</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 that read widely and those children who don't is now increasingly wide.</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 our curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>

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 great teaching:</u></p> <p>Further time dedicated to the teaching of core skills within Maths and English. 1 hour each day will be provided for each class teacher to use with their pupils. Teachers will use GL assessments to develop revision sessions with groups or whole class. Spelling and Guided reading will be delivered by L3 TA's</p> <p>Each pupil from Y2 to Y6 will be provided a revision guide bundle from which to work from and as a guide for teachers. These will also support home learning should bubbles close.</p>	<p><i>purchase of 160 revision guide bundles</i></p> <p>£1600</p>	<p>Pupils develop confidence and understanding in key areas of maths and English. Limited removal means full access to our curriculum with extra time being spent with class teacher not outside agency.</p>	JW	
<p><u>Teaching assessment and feedback</u></p> <p>GL Assessment will inform teachers of pupil gaps. Assessment booklets included in revision guide bundle so teachers can assess impact of revision sessions each week.</p>	<p><i>£0 Revision Guide bundle includes assessment books. GL license for school pre-purchased.</i></p>	<p>Teachers are better informed of pupil gaps and can re-asses understanding weekly against taught sessions.</p>	JW	
Total budgeted cost				£1600

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Provision of support for Phonics within Early Years and KS1. 3 x ½ days support from outside agency allowing opportunities to create smaller groups and increasing time dedicated to phonics and early reading.</p>	<p>3 x ½ days supply cover £100 per half day - Phonics focus for EYFS and Y1 - 26 weeks until year end (Excluding Hols)</p> <p>£7800</p>	<p>Phonic screening result improves at Y2. Further improvement in Y1 and EYFS. More children accessing Renaissance reading in Y2 and Y1.</p>	NB	

<u>Intervention programme</u> An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.	<i>An intervention is identified and purchased. Extra teacher provided to support delivery to groups in most need alongside support assistants – 26 weeks 1 x full day per week.</i> <p style="text-align: right;">£4290</p>		JW	
<u>Extended school time</u> Children are able to access a weekly catch-up club. Y2 to Y6 will have 3 weekly after school provision available for all. This will run from end of school until 4pm Monday, Tuesday, Wednesday. This will begin in January and run through until July. Attendance will be voluntary.	£0 Teachers will be afforded time back to account for extra provision. This will be provided by L3 cover support. We will also access supply support costed in box above.		HD	
Total budgeted cost				£12,090

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> 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.	£500		SF	

<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p>	<p><i>Purchase of 30 additional windows 10 laptops. These would support learning in school and increase availability of 30 chromebooks and 30 lenovo idea pads for pupils to use at home</i></p> <p><i>£1500</i> <i>Capital Funding £5000</i> <i>Budget Funding £2000</i></p>		AR	
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Total budgeted cost				£22200
		Cost paid through Covid Catch-Up		£15200
		Cost paid through charitable donations		
		Cost paid through school budget		£7000