

Catch-Up Premium Plan

Old Hutton Primary School

Summary information					
School	Old Hutton Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£7600	Number of pupils	96

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
<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 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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

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. The bottom 20% of readers have been disproportionately
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.

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

Use of Funding and Anticipated Cost	Desired Outcomes	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting Great Teaching:</u></p> <p>The purchase of Little Wandle phonic scheme. This phonics scheme and additional staff training will allow our pupils to make rapid and sustained progress in their phonics development. Staff will also complete diagnostic phonic assessments on all pupils to ensure work is tailored to the needs of our pupils.</p> <p>Anticipated Cost: £1500</p>	To improve attainment and progress in phonics	The implementation of the phonics scheme has gone well. Further staff training has been planned for the September 2021 INSET.	CH AW	July 21
<p>The purchase of extra physical maths resources. These are needed due to the limitations placed on schools in terms of use of physical resources and the sharing of them.</p> <p>Anticipated Cost: £350</p>	To improve attainment and progress in Maths through pupils being able to safely use resources	The purchase of extra maths resources has helped our pupils make progress in maths. The resources have also helped to reduce the risk of COVID transmission through the sharing of resources.	AW JP	March 21

ii. Targeted approaches

Use of Funding and Anticipated Costs	Desired Outcomes	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and Small Group Tuition</u></p> <p>Class teachers and support staff will be employed to work extra hours to support individuals and groups of pupils with a range of learning needs. These needs have been identified through baseline assessments and whole class teaching. The sessions are based around pre teaching of key strategies prior to whole class work or reinforcing previous learning.</p> <p>Anticipated Cost: £7,000</p>	To improve attainment and progress in English and Maths	The extra support given by teachers and support staff have allowed our pupils to make rapid and sustained progress. The 1 to 1 and small group tuition has allowed for the pre teaching of key concepts and for misconceptions to be addressed.	AW CH	July 21
Total budgeted cost				£8850