



**INSPIRE NURTURE BELIEVE ACHIEVE**

*Working together to be the best that we can be.*

**Happiness**

**Perserverance**

**Resilience**

**Kindness**

**Friendship**

**Respect**

### Summary information

<b>School</b>	Goldsbrough Church or England Primary School / Sicklinghall Community Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	<b>£6800 (GPS)</b>	<b>Number of pupils</b>	<b>85 (GPS)</b>

## 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

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.

## EEF Recommendations

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

## Identified impact of lockdown

<b>Maths</b>	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'. Basic fluency and rapid recall of KIRFs and TimesTables has been weakened. Other basic skills have been impacted too – children are not able to recall addition facts, and have forgotten once taught calculation strategies. This is reflected in arithmetic 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. Children's attitudes towards writing are not as positive as before lockdown. Writing is seemingly below Age Related for many children. 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 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 affected. Year 1 phonics in particular has reverted back to that of reception level for many children. In Year 2, Phase 3, 4 and 5 revision is essential to help children be ready for learning at their current age related expectation.
<b>Non-core</b>	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**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting effective Teaching and Learning</u></p> <p>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.</p> <p>To seek support from School Improvement Advisors in order to guarantee progress and timely / effective pedagogy is implemented.</p> <p>To ensure there are enough books for EYFS / KS1 / KS2 to make progress in reading and catch up.</p>	<p><b>Aim: sustainable tools to ensure targeted support can be maintained when the catch up funding is no longer awarded to schools.</b></p> <p>Additional time for subject coordinators to research and plan exemplar non-core subjects that also allow for core skills to be practised and embedded. Release time and additional cover will be required to facilitate the additional PPA <b>(£1000)</b></p> <p>Phonics - £350            Maths Mastery EYFS &amp; KS1 teachers £700            Maths Mastery for TAs £350            Effective Writing – 2 x sessions for Y5/6,            2 x sessions for Y3/4            ( £300 x ½ day sessions)            Full day Moderation support id year - £600  <b>(£1600 per school – shared cost)</b></p> <p>Big Cat Reading and Phonics Scheme and other reading books. Children who are not fluent in reading will fall behind across the whole curriculum. <b>(£2000)</b></p>		<p>Subject Coordinators</p> <p>GB / CR</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Teaching assessment and feedback</u></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 the Rising Stars National Test-style Standardised Assessments suite. Complete termly tests and record assessments on MARK to identify gaps an on Insight to track performance. <b>(£700)</b></p>		<p>HT / AHT</p>	<p>July 21</p>
<b>Total budgeted cost</b>				<b>£ 5300</b>



<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>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.	Additional online learning resources will be purchased, such as Spelling Shed, Maths Shed, Numbots, White Rose Home Learning. <b>(£500)</b>		Class Teachers  AHT	Feb 21  Feb 21
	Home-learning paper packs are printed and ready to distribute for all children. Stationery to be provided for those children who need it. <b>(£500)</b>			
<u>Access to technology</u>  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.  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.	Purchase Staff iPads to allow children isolating to join via Teams while the Teacher uses their laptop to teach. <b>(£2000)</b>		HT / AHT	Feb 21
	Phase 1 School Capital Funding – increased number of iPads in school so that children can be taught how to use Teams effectively so that the transition to home learning is effective. <b>(£4000)</b>			Feb 21
	New laptops for those who require it in order for it to work effectively enough for home learning. x 3 initially <b>(£1800)</b>  Vodafone Data Sim Cards for vulnerable families – application to the Government. FOC.			
<b>Total budgeted cost</b>				<b>£ 8,800</b>
<b>Total projected cost of Catch Up Programme</b>				<b>£21,120</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£6800 (GPS)</b>
			<b>Cost paid through charitable donations</b>	<b>£3000</b>
			<b>Cost paid through school budget</b>	<b>£11,320 (GPS)</b>