



## Catch-Up Premium Plan St Anne's Royton C.E (Aided) Primary School

### Summary information

<b>School</b>	St Anne's Royton C.E (Aided) Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£ 22,720	<b>Number of pupils</b>	284

### 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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<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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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"> <li><input type="checkbox"/> Supporting great teaching</li> <li><input type="checkbox"/> Pupil assessment and feedback</li> <li><input type="checkbox"/> Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> One to one and small group tuition</li> <li><input type="checkbox"/> Intervention programmes</li> <li><input type="checkbox"/> Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supporting parent and carers</li> </ul>
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- Access to technology
- Summer support

### Identified impact of lockdown

<b>Maths</b>	Where children have missed units of work and where there was varied interaction with the home learning provided during the national lockdowns and periods of partial school closures, children do not have the level of deep learning and understanding of processes that we would expect them to have for their chronological age. In addition, children have not been recalling and remembering knowledge and facts enough and this further hinders their understanding as the cognitive load can be too great.
<b>Writing</b>	Children's stamina for writing has been significantly diminished. This is the area most affected by the home learning, where completing writing was one of the more difficult things for parents to support with at home. As a result, the children's writing is behind where they would be expected to be for their chronological age. The children have been practising the 'basics' at home but impact is variable, so there are gaps in the children's understanding and application of spelling and grammar rules. This further inhibits the children's ability to write with ease. A further area affected by home learning was the quality of the children's handwriting.
<b>Reading</b>	Whilst many children accessed reading at home, the disparity between what children read and how often has created gaps within cohorts. Children currently in Year 1 and 2 have had access to phonics over the period when not in school but the impact is variable. There was also an impact on books being returned to school after lockdown and this will impact on the children now being able to take reading books home.
<b>Non-core</b>	The wider curriculum has been impacted. Some subjects have had to be adapted during remote learning which has included availability of resources, such as scientific experiments, art and music. Whole units of work have where missed in the first national lockdown. It is not possible to complete and catch up the missed curriculum. During the third national lockdown children accessed the wider curriculum remotely but with adaptations. Therefore, it is important to consider the skills and knowledge that were not covered and plan and sequence the curriculum in such a way that the children's learning in the wider curriculum can be supported effectively.
<b>Emotional and Wellbeing</b>	Children's experiences from both partial school closures will have varied dramatically. School are aware of many of the adverse experiences but the impact of these may not be seen initially. Children's return to school has also been incredibly successful and so this may also be masking underlying concerns. It is important to stay vigilant and be prepared to support the children's emotional and mental wellbeing.

**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>Improve teaching and learning strategies and metacognition to deliver greater impact in the classroom and improve quality first teaching.</p>	<p>Clive Davies to deliver training on high quality teacher instruction, metacognition in the classroom and COVID Catch Up Curriculum support <b>£3500</b></p> <p>Liz Gibbs training and subject leader support in maths to improve quality first teaching and assessment <b>£1200</b></p> <p>Zena Martin SEND support to enhance the quality of provision for SEND pupils <b>£1000</b></p>		<p>SH/LB</p> <p>VS</p> <p>LM</p>	<p>July 2021</p>
<p>Investment in high quality teaching and learning resources to support class teachers planning and delivery of lessons and support ongoing teaching and learning, including potential remote teaching.</p>	<p>White Rose Premium resources <b>£100</b></p> <p>Book Banded Reading Books <b>£800</b></p> <p>Reading for Pleasure Books <b>£1500</b></p> <p>Nuffield Early Language Intervention (NELI) cover to release teachers and teaching assistants <b>£500</b></p>		<p>VS</p> <p>LB</p> <p>LB</p> <p>RR/SEv</p>	<p>July 2021</p>
<p>Purchase of objective assessments to verify teacher assessment and highlight any further gaps in understanding.</p>	<p>PIRA, PUMA and GAPS assessments <b>£1260</b></p>			<p>July 2021</p>
<b>Total budgeted cost</b>				<b>£9860</b>

<b>ii. Targeted approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
Additional tutoring hours to lead small group interventions	<i>Year 1 Phonics Catch Up</i> <b>£2000</b>		SEv	July 2021
Additional time for targeted ELSA support for those children struggling to return to school or facing difficulties at home due to COVID-19	ELSA trained teaching assistant available additional to their usual duties when required <b>£2000</b>		LM/SEa	July 2021
Additional teaching support in the EY to address gaps and missed opportunities during partial school closures.	Nursery teacher to support Reception in the afternoons from 8 <sup>th</sup> March 2021. <b>£6,300</b>		AM	July 2021
<b>Total budgeted cost</b>				<b>£10,300</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>
Purchasing additional laptops to support remote learning	<i>New laptops for use in school to be purchased with old laptops to be repurposed for home use</i> <b>£12000</b>		LB	July 2021
<b>Total budgeted cost</b>				<b>£12000</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£22,720</b>
			<b>School Budget Top-Up</b>	<b>£9,440</b>
			<b>Total</b>	<b>£32,160</b>

## COVID catch up funding – Appendix 1

The COVID catch up fund, as previously mentioned, is designed to support schools in catching up the lost learning from the pandemic. However, the funding provided does not adequately balance the needs and requirements needed to keep the school open.

In order to keep schools safe, clean and fully open for children, many measures have had to be put in place. These measures are outside of costs normally spent by schools and so there are significant supplementary budget costs which are being spent.

At St Anne's, we know that the best way for the children to learn well and for the learning to have the most impact, is for the children to be taught by their class teacher in their classroom in the school environment. Every effort has been made to ensure that the children have the right resources to learn well, and that the classrooms and whole school environment have been made as safe as possible. The longer we can keep the school open and not close bubbles; the bigger impact we can have on 'catching up'.

To highlight the additional costs for schools in maintaining high levels of cleanliness and resourcing, the (approximate) costs have been added below:

<b>Additional Measures</b>	<b>Cost</b>
Cleaning materials <i>Sanitiser, soap, disinfectant, towels,</i>	£6500
Heating costs <i>Heating on for longer due to ventilation, hot water due to increased hand washing</i>	£1000 <i>Dependent on weather</i>
Supply teacher <i>2 weeks supply in case of isolation</i>	£1400 (per teacher)
Supply TA <i>2 weeks supply in case of isolation</i>	£1100 (per TA)
Total Cost	£10000 + any additional supply costs

Supply costs are impossible to predict at the current time, but could range up to and beyond the amount given for catch up funding.

The purpose of this appendix is to highlight that whilst the catch-up funding is vital for schools, the reality is that schools are spending out on other things in many ways which have not needed to be covered before and would not necessarily have been budgeted for.