

Catch-Up Premium Plan: Cotteridge Primary School



Summary information

School	Cotteridge Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£32,320	Number of pupils	431

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

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. Specific grammar and punctuation knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who wrote less will have to work additionally hard on writing stamina and improving their motivation due to the lack of fluency.</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. 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 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/ii. Targeted Approaches

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u> <u>Pupil Assessment and Feedback</u> <u>One to One Small Group Intervention</u></p> <p>Children will have greater support in the classroom from direct adult intervention. This will mean that gaps are readily identified and closed promptly.</p> <p>Ongoing assessment, particularly using the acceleread programme will be used to identify children who are not making the expected progress.</p>	<p>Catch Up Support Teaching Assistants (CUSP) will be employed in all classes in the mornings in the autumn term to increase direct intervention and support quality first teaching.</p> <p>CUSP TAs, working alongside other year group TAs and the class teacher will be used to intervene and work with those children with identified gaps. CUSP TAs will be used for:</p> <ul style="list-style-type: none"> • Working with individual and/or groups of children in class on English, maths and science work to ensure lesson objectives are achieved • Working with children individually to ensure specific objectives are achieved- this could be recapping a lesson objective or pre teaching a lesson objective • Reading 1:1 with children <p><i>15 extra Teaching Assistants for the autumn term. £64,000 approx.</i></p>		SLT/ES	Feb 21

ii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u> Children will have resources they need for Home Learning.</p> <p>Attendance will be improved because parents who are particularly anxious will have support from flexible pick up and drop off.</p>	<p><i>All children will have a Home Learning book provided by school. Those with no access to technology will have the offer of printed materials, delivered by school.</i> £500</p> <p><i>Support for parents, to help with flexibility, in bringing their children to school.</i></p>		VT/KD	Feb 21
			ZB/JW	Feb 21
<p><u>Access to technology</u></p> <p>Teachers will have working laptops equipped with webcams to allow them to deliver Home Learning from their own home. Laptops will be synced to the school server to enable them to access school-based resources.</p> <p>Teachers will be able to facilitate effective home-learning with increased capacity to share resources. Communication with children when they are at home will improve.</p> <p>Webcams will be provided in classrooms to enable assemblies and other virtual meetings e.g. staff meetings, to take place.</p>	<p><i>Purchase of 5 new laptops, and 15 new microphones/cameras.</i> £1848</p>		KL/ES	Feb 21
				Feb 21
			Total budgeted cost	£66,348
			Cost paid through Covid Catch-Up	£32,320
			Cost paid through school budget	£34,028