

Catch-Up Premium Plan

Dawpool CE (Aided) Primary School

Summary information

School	Dawpool CE (Aided) Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£ 16,320	Number of pupils	204

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 from FS2 to Year 6.

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	<ul style="list-style-type: none"> Some pupils lack confidence in Maths because they are aware of work they have missed. The overlearning of core mathematical skills has not been secured.
Writing	<ul style="list-style-type: none"> Some pupils have not engaged in writing at length and their resilience to do so has diminished. Some pupils are not secure in statutory spellings and key words
Reading	<ul style="list-style-type: none"> Pupils in Y1 and Y2 have not had the same access to reading books which match their phonic ability. Pupils' phonic knowledge needs to be consolidated. Pupils in Y3 have missed some essential teaching of reading comprehension skills. Some pupils have read sporadically and have not engaged with more challenging reading material.
Non-core	<ul style="list-style-type: none"> Pupils have not had the same opportunity to practice key learning values across the curriculum such as collaboration, listening and perseverance. Knowledge of topics covered in the summer term may not be secure due to fragmented engagement with remote learning.
Social and Emotional	<p>The thread that runs through the current lived experience of our children following the lockdown period of 2020 is one of loss. There are five losses which will cause a rapid erosion of the mental health and wellbeing of our children if they are not properly addressed during the 2020-21 academic year. We consider these losses to involve the following:</p> <ul style="list-style-type: none"> Routine: such as the start of the school day, the ritual of packing a bag, travelling to school, arriving at the classroom, the 5-day week. Structure: such as when and how you learn, when to eat, when to sleep. Friendship and Social Interaction: such as being together, identity affirmation, a sense of belonging, the everyday use of language. Opportunity: such as the powerful knowledge that school can impart, experiences that take pupils beyond their status quo, skills and networks to access the next phase of education. Freedom: such as the time and space to be themselves, the sense of control.

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 related whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed) February 2020	Review date?
High quality teaching for ALL... Supporting great teaching:	To increase the number of learning support assistants across the school to achieve consistency and availability of support for all pupils, enabling pupils to be supported within the classroom, to access the full curriculum, to address gaps in learning as part of quality first teaching and to deliver specific interventions to individuals and small groups where required. Anticipated Cost: £13,388		February 2020
Effective diagnostic assessment... Teaching assessment and feedback:	To provide standardised assessments in Maths and English to identify pupils who would benefit from additional catch-up support. Anticipated Cost: £250		February 2020
Supporting remote learning... Ensuring equity of access for all:	To subscribe to online platforms and resources to enable all pupils to continue learning at home if they are required to self-isolate, for example Purple Mash, Tapestry, Third Space Learning. Anticipated Cost £1100		February 2020
Focusing on professional development... Supporting great staff:	To subscribe to online training modules in safeguarding, compliance, duty of care and wellbeing Anticipated Cost £500		February 2020
Transition support... Welcoming new starters:	To enhance online resources for new and prospective parents. Anticipated Cost £100		February 2020
Total budgeted cost for teaching and related whole-school strategies			15,338

ii. Targeted academic support			
Desired outcome	Chosen action/approach	Impact (once reviewed) February 2020	Review date?
High quality 1-to-1 and small group tuition... Academic tutoring programme	We intend to utilise the increased hours of learning support assistants to provide 1:1 support for pupils where necessary. We believe that pupils are best supported within the classroom so that they can access the full curriculum as part of quality first teaching and receive support 'in the moment' if required. Pupils will be withdrawn from the classroom for additional support only where it is considered to be in the child's best interests.		February 2020
Teaching Assistants and targeted support... Intervention programme	Increased access to learning support assistants across the school to achieve consistency and availability of support for all pupils (see above for anticipated cost)		February 2020
Extended school time... Before/After school focussed support clubs	The school will not initially be providing support outside of school hours, although this will be kept under review and may be utilised in the spring and summer terms 2021 if required.		February 2020
Planning for pupils with SEND... Intervention programme	To enable the SENCO to have time each week to oversee the catch-up provision for SEN pupils. Anticipated Cost £2500		February 2020
Total budgeted cost for targeted academic support			£2500

iii. Wider Strategies			
Desired outcome	Chosen action/approach	Impact (once reviewed) February 2020	Review date?
<u>Supporting parents/carers with pupils of different ages... effective communication with the wider community:</u>	<p>To subscribe to online platforms and resources to enable all pupils to continue learning at home, for example Purple Mash, Tapestry.</p> <p>To signpost parents to wider mental health & wellbeing services by further developing the pastoral support section of the website.</p> <p>To support the mental health & wellbeing of the school community by making available materials which promote understanding of the school values. (see above for anticipated cost)</p>		February 2020
<u>Ensuring access to technology...</u> <u>Enabling all learners equal access to the provision:</u>	<p>In the event of pupils self-isolating, the school will apply to the government for free technology for those pupils who meet the criteria.</p>		February 2020
<u>Supporting pupils' social, emotional and behavioural needs...</u> <u>Whole school recovery curriculum/SEL curriculum:</u>	<p>To enable an Emotional Literacy Support Assistant (ELSA) to work with individual children and their parents/carers to overcome a range of emotional issues. Anticipated Cost: £4000</p> <p>To provide specialist independent pastoral support where required for pupils who are really struggling to engage in school life. The pupil may suffer from heightened anxiety, low self-esteem or mild mental health illness. Anticipated Cost: £1200</p>		February 2020
Total budgeted cost for wider strategies			£5200

Total Anticipated COVID Catch Up Spending		£23,038
Cost paid through Covid Catch-Up		£16,320
Cost paid through charitable donations		£0
Cost paid through school budget		£6718