

# Catch-Up Premium Plan

## Hythe Bay Church of England Primary School

Summary information					
<b>School</b>	Hythe Bay Church of England Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£28,400 provisional	<b>Number of pupils</b>	338
<b>Amount Received per pupil</b>	£80	<b>Catch-Up Premium 2020 budget</b>	£16,566	<b>Catch up Premium 2021 budget</b>	£11,266

### 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

**Overall aims of Catch Up Strategy :**

- To address objectives as identified in School Improvement Plan – September 2020
- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise attainment of all pupils to close the gap created by Covid-19 school closures

**Assessment:**

All pupils will be assessed as part of the school assessment cycle and teachers will discuss and plan additional interventions with SLT during termly pupil progress meetings.

**Identified impact of lockdown**

<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of understanding. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind' and lack the stamina necessary for a full day working at school.</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. Children do not remember taught mathematical vocabulary. This information was gained through the completion of the PiXL Autumn Transition Package and systematic gap analysis.</p>
<b>Writing</b>	<p>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. 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. This information was gained through the completion of cold writing tasks at the beginning of the school year.</p>
<b>Reading</b>	<p>Some 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 had very little reading experience during lockdown. This information was gained through the completion of the PiXL Autumn Transition Package and systematic gap analysis.</p>
<b>Non-core</b>	<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 and skills 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**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge and skills will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports children's development.</p>	<p><b>Additional time for subject leaders to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA</b> <b>£704.16</b></p> <p><b>Purchase additional manipulatives for EYFS/KS1 initially.</b> <b>£0.00</b></p>		<p>RP</p> <p>RMc / VB</p>	<p>Jan 21</p> <p>Jan 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><b>Purchase and implement the PiXL Autumn Transition Package. Complete termly tests and record assessments to identify gaps to track performance.</b> <b>£0.00</b></p>		<p>RP</p>	<p>Jan 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Hythe Bay have an opportunity to become familiar and confident with the setting before they arrive.</p> <p>Children in YR are communicating at expected levels.</p>	<p><b>A virtual tour of Hythe Bay Primary School has been developed and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starters so that the children are confident when joining the school.</b> <b>£361.00</b></p> <p><b>Nuffield Early Language Intervention</b> <b>DFE Funded</b></p>		<p>CC/ OE</p> <p>RP</p>	<p>Jan 21</p> <p>Jan 21</p>
<p><u>Additional support In KS1 Class</u></p> <p>Children are working at expected levels by September 2021.</p>	<p><b>Year one / two classes kept small as 4 small classes rather than mixed to make three classes to ensure transition from YR and Y1 allows children the chance to receive additional support with academic learning and wellbeing</b> <b>£36,160</b></p>		<p>RP/ JL</p>	<p>Jan 21</p>
<b>Total budgeted cost</b>				<b>£37,225.16</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>
<u>Quality First teaching</u> Class teachers will identify gaps in the majority of the classes learning and through PiXL Autumn Transition package for Core subjects and identifying what children already know in Foundations subjects and ensure gaps are filled before new learning commences.	<b><i>Quality first teaching as class teachers identify gaps and fill them prior to teaching new knowledge. Revision style activities planned to remind children of previous learning</i></b> <b>£0.00</b>		RP/ CC	Jan 21
<u>1-to-1 and small group tuition</u> Children will be able to access whole class quality first teaching of the relevant year group curriculum. Catch-up programmes planned and accessed for all children who need them.	<b><i>Two part time teachers appointed to run catch-up provision for small groups following pupil tracking meetings</i></b> <b>£27,334</b>		RP/ CC	Jan 21
<u>Intervention programme</u> Appropriate numeracy, reading and writing intervention, such as PiXL, supports those identified children in reinforcing their understanding of basic skills.	<b><i>PiXL intervention purchased. TAs are trained and supported to deliver the interventions planned by teachers at pupil tracking meetings confidently (inclusive of entry and exit data).</i></b> <b>£0.00</b>		RP / CC	Jan 21
			<b>Total budgeted cost</b>	<b>£27,334</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.	<b><i>Additional online learning resources will be purchased, such as XXXXX to support children reading at home. Likewise, Spelling Shed has been purchased so that children can practise spellings at home.</i></b> <b>£tbc</b>		CH	Jan 21
	<b><i>Home learning paper packs are printed as necessary to distribute for all children. Stationery packs are available and set aside for children to take home when home learning occurs.</i></b> <b>£3.00 per pack</b>		CH	Jan 21
<u>Access to technology</u>  Children are able to access Home learning when isolating.  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.	<b><i>15 laptops have been purchased from a charitable donation to loan to children who are isolating at home and cannot access remote learning.</i></b> <b>Charitable donation</b> <b>£4,032.45</b>		CH	Jan 21
	<b><i>Teachers laptops to be updated with Windows 365</i></b> <b>Funded by DfE</b> <b>£1,500</b>		SPKG	Jan 21
<b>Total budgeted cost</b>				<b>£5,532.45</b>
		<b>Cost paid through Covid Catch-Up</b>	<b>£28,400</b>	
		<b>Cost paid through charitable donations and/or other grants</b>	<b>£5,532</b>	
		<b>Cost paid through school budget</b>	<b>£36,160</b>	
		<b>Total Costs</b>	<b>£70,092</b>	