



Catch-Up Premium Plan

Summary information

School	Marshchapel Catch-up Premium Plan				
Academic Year	2020-21	Total Catch-Up Premium	£1,680	Number of pupils	21

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

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.

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

Maths	Recall of basic skills has suffered – children are not able to recall addition facts, times tables, place value is less secure and they have forgotten once taught calculation strategies. Specific content has been missed, leading to gaps in learning and stalled sequencing of learning journeys.
Writing	Children have early writing opportunities. Spelling and handwriting have also suffered in addition to a lack of writing stamina.
Reading	Children are less fluent in their reading although sharing the Read Write Inc. online resources with parents and carers has enabled some children to keep on track. For those in the early years, there is an evident lack of phonic knowledge, requiring intervention to close the gaps in knowledge.
Non-core	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.

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	Start/Review date
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<p><u>Supporting great teaching:</u></p> <p>All children will be able to read and write confidently. Teaching staff will have the support to further their knowledge of RWI and have bespoke CPD from our RWI trainer.</p>	<p>Read Write Inc. has been purchased as an online resource for teachers to use daily with children. The resource is easily adapted to support remote learning should this be required again.</p> <p>We have the support of a RWI trainer who will visit school, observe teaching and support staff CPD.</p> <p style="text-align: right;">(£1,400)</p>		BS	Start Jan 21 Review Sept 21
Total budgeted cost				£ 1,400

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Start/Review date

<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding.</p> <p>Identified children will have a solid understanding of place value, tables and number bonds as expected for their age.</p>	<p>Identified children will receive 1:1 or small group support depending on need. Programmes such as Lexia and RWI may be used but the children's needs will determine the approach taken.</p> <p>Teaching Assistants will focus on closing the gaps under the close supervision and support of class teachers. Additional IT resource purchased for TA use.</p> <p><i>(Cost of staff and resources from main school budget)</i></p>		RB	Start Jan 21 Review July 21
Total budgeted cost				£0

iii. Wider Strategies

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Start/Review date
<u>Supporting parents and carers</u> A resource folder pack will be prepared for each pupil containing basic maths equipment, CGP Catch-up books for each year group and stationery sets.	Parents have been keen to support home learning but have not always had the resources available. All pupils will now have the go-to pack whenever we require remote learning. The packs can be used for homework so pupils have good resources to support catch-up and keeping up with the year group expectations. <p style="text-align: right;">£783</p>		AGH	Start Jan 21 Review July 21
			Total budgeted cost	£783
			Total cost	£2183
			Money from the main school budget	£503