



# Catch-Up Premium Plan

## Knutton, St. Mary's CE Academy

### Summary information

|                      |                                |                               |        |   |     |
|----------------------|--------------------------------|-------------------------------|--------|---|-----|
| <b>School</b>        | Knutton, St. Mary's CE Academy |                               |        |   |     |
| <b>Academic Year</b> | 2020-21                        | <b>Total Catch-Up Premium</b> | £16240 | <b>Number of pupils at Spring Census 2020</b> | 205 |

### 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

|                                |  |
|--------------------------------|--|
| <b>Maths</b>                   | <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 assessments.</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.</p>  |
| <b>Reading</b>                 | <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 impacted as have the older children in UKS2.</p>   |
| <b>Other curriculum areas.</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 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> <p>We are keenly aware that lockdown has led to many of our learners staying indoors for long periods of time and have lost physical fitness. This will be a key focus in our Recovery Curriculum.</p> <p>The unprecedented times have led to some families within our community experiencing increased anxiety, financial pressure and social isolation. As a school we are dedicated to supporting our children in developing their mental health.</p> |

## Baseline Pupil Performance Overview September 2020 Baseline

| Year Group                       | 1   | 2   | 3   | 4   | 5   | 6   |
|----------------------------------|-----|-----|-----|-----|-----|-----|
| % achieving ARE in reading       | 30% | 52% | 58% | 64% | 33% | 44% |
| % achieving ARE in writing       | 30% | 48% | 50% | 55% | 41% | 41% |
| % achieving ARE in maths         | 18% | 55% | 50% | 61% | 50% | 60% |
| % achieving ARE in phonics check |     | 38% |     |     |     |     |

| Early Years Foundation Stage  |                            |      |     |          |       |                            |                            |
|---|----------------------------|------|-----|----------|-------|----------------------------|----------------------------|
| % achieving exceeding birth - 3 on entry (n) / exceeding 3-4 on entry (rec) | Communication and Language | PSED | PD  | Literacy | Maths | Understanding of the world | Expressive Arts and Design |
| Nursery   | 55%                        | 66%  | 33% | 44%      | 44%   | 55%                        | 44%                        |
| Reception   | 31%                        | 6%   | 12% | 19%      | 25%   | 0%                         | 50%                        |



|   |  |  |       |                 |
|---|--|--|-------|-----------------|
| <p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use assessments of learning that are aligned with standardised norms, giving a greater degree of confidence in and accuracy of teacher assessment.</p> | <p>Purchase and implement the rising stars national test – standardised assessments for maths. Complete termly tests and record assessments on Mark to identify gaps. (£446.25)</p> <p>Complete assessment of learning gaps analysis as a result of Covid-19 closure. Include standardised assessments in maths, e.g., NAT, together with RWInc and Accelerated reader assessments / Multidimensional fluency rubric to identify areas where pupils are likely to require additional support in reading.</p> |  | DC/CB | Feb 2021        |
| <p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with KSM have an opportunity to become familiar and confident with the setting before they arrive.</p>   | <p>Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining KSM. (£180)</p>   |  | JR    | Feb 2021        |
| <b>Total budgeted cost</b>  |  |  |       | <b>£2701.25</b> |

| <b>iii. 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> |
| <p><u>1-to-1 and small group tuition</u></p> <p>Identified children with make accelerated progress within phonics to enable them to achieve age related expectations.</p> <p>Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read</p> | <p>Additional phonics 3xper week 1:1 in year 1 and 2 using the Rwinc 1:1 tutoring model. (£0)</p> <p>Additional release time and training to support the delivery of the reading fluency project. (JS release 1 x 1 hr per week (£0)</p> |                               | JS                | Dec 2020            |
|   |  |                               | JS/CB             | Dec 2020            |

|  |   |  |                              |                                  |
|--|---|--|------------------------------|----------------------------------|
| <p>at pace without spending their working memory decoding. Children will be confident readers and dips in reading attainment will be negated.</p>  | <p>Reading fluency intervention small groups of target children following multidimensional fluency rubric assessment. (£0)</p>  |  | <p>JS/ CB</p>                | <p>Feb 2021</p>                  |
| <p><u>Intervention programme</u></p> <p>Children will make accelerated progress to return to at least their pre-covid flight paths.</p> <p>Children’s vocabulary, listening and narrative skills, phonological awareness and early letter-sound knowledge as foundations for early literacy skills will be developed. Children will achieve ARE in oral language skills. Oral language skills form a crucial foundation for thinking, learning and social interaction. Children’s oral language ability during their early years is one of the strongest predictors of success in literacy and numeracy and later employment and wellbeing. The Reception Nuffield Early Language Intervention Programme (NELI), through several robust EEF trials, has been shown to improve children’s oral language and early literacy skills. A recent trial of the programme found that children made on average +3 months of additional progress compared to children in the comparison group. (EEF)</p> | <p>Pre-teaching / Fluid teaching as part same day intervention strategy, to support identified children with assessed gaps in maths, reading, writing, SPAG. (£0)</p> <p>Nuffield Early language intervention: 3 x 30 mins 1:3 plus 2 x 15 mins 1:1 (£3000)</p> |  | <p>DC/ JS</p> <p>MG / CB</p> | <p>Feb 2021</p> <p>June 2021</p> |
| <p><u>Extended school time</u></p> <p>Identified children are able to access a daily catch up reading. The attainment of those identified children improves and effect of lockdown is becoming negated.</p>  | <p>Daily 1:1 lunchtime reading club for targeted children (£300)</p>  |  | <p>CB</p>                    | <p>Dec 2020</p>                  |
| <p><b>Total budgeted cost</b></p>  |   |  |                              | <p><b>£3300</b></p>              |

| iv. Wider Strategies  |  |                        |                     |                                   |
|---|--|------------------------|---------------------|-----------------------------------|
| Desired outcome   | Chosen action/approach   | Impact (once reviewed) | Staff lead          | Review date?                      |
| <p><u>Supporting parents and carers</u></p> <p>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.</p> <p>Children have access to appropriate stationary to complement home learning delivered directly to the I-pad so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>   | <p>Additional online learning resources will be purchased, such as Go Read to support children reading at home. (£235.20)</p> <p>Stationery packs are purchased and set aside for children to take home when home-learning occurs. (£130.00)</p>   |                        | <p>JR</p> <p>CB</p> | <p>June 2021</p> <p>June 2021</p> |
| <p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Teachers have ipads that allow them to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p> <p>Digital technology will be used to provide effective feedback to individuals via voice notes. Ensuring that feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. "If technology is used to make assessment more efficient and effective, this can also help to reduce teacher workload" EEF 2019<br/>The EEF (2018) defines feedback as "information given to the learner or teacher about the learner's performance relative to goals or outcomes". Feedback should improve students' learning and redirect/refocus either the teacher or learners' actions to achieve the goal.</p> | <p>Purchase 100 I-pads, I-pad pens and cases; 4 trolleys; Purple mash, Jamf and Showbie licenses. Added to our existing stock, this will enable all teachers, teaching assistants and children to have 1:1 I-Pads, which can now be used by the children to support the curriculum. They will be sent home to support home-learning in the event of bubble closures / individual children self-isolating. (£47494.36)</p> <p>Verbal feedback will be given to children via voice notes using I-pads, enabling all children to access feedback irrespective of reading ability or whether a child is learning remotely or in school. (see above figure)</p> |                        | DC/JR               | June 2021                         |
| <p><u>Support for Mental Health and Wellbeing</u></p>   |  |                        | R                   |                                   |

|   |   |   |                            |                  |
|---|---|---|----------------------------|------------------|
| Children's mental health and wellbeing will be supported at home and in school. | Implement the MyHappyMind programme across the academy, including the parent app to use at home.<br>(£2300) |   |                            |                  |
| <u>Summer Support</u><br>NA   |   |   |                            |                  |
|   |   |   | <b>Total budgeted cost</b> | <b>£50524.76</b> |
|   |   |   | <b>Total budgeted cost</b> | <b>£56526.01</b> |
|   |   | <b>Cost paid through Covid Catch-Up</b> |                            | <b>£16240</b>    |
|   |   | <b>Cost paid through school budget</b>  |                            | <b>£40286.01</b> |
|   |   |   |                            |                  |