



Catch-Up Premium Plan

Burnt Tree Primary School

Summary information					
School	Burnt Tree Primary				
Academic Year	2020-21	Total Catch-Up Premium	£31,040	Number of pupils	388
Guidance					
<p>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.</p> <p>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.</p> <p>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.</p>					
Use of Funds			EEF Recommendations		
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</p>			<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> • Supporting great teaching • Pupil assessment and feedback • Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> • One to one and small group tuition • Intervention programmes • Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology • Summer support 		

Identified impact of lockdown	
Maths	Specific maths content has been missed, leading to gaps in learning and stalled sequencing of journeys e.g. multiplication and division strategies, recall of times tables, retention of basic maths skills (KS1) Teachers taught year group content during 'lockdown' via google classroom and with work packs relating to the live teaching, some children did not access the live lessons and some struggled with online learning despite having additional support online.
Writing	Writing tasks were set during lockdown with children being taught English lessons as they would have in class with worksheets and writing tasks in their packs to complete following the lesson. Tasks were also set online along with spelling, punctuation and grammar tasks. There has been a noticeable lack in confidence when it comes to writing. Children need additional support planning and writing a cohesive piece of text. Handwriting and stamina for writing has been affected as many children did not write to the extent that they would have in school, or the older children typed up their work. 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
Reading	Children are less fluent in their reading and the gap between those children that read widely and those children who didn't has increased. Though reading activities were provided through comprehensions and in phonics lessons, some children did not do any other reading. The gap in phonics has widened between the higher ability and lower ability groups. Some children obviously had much more support at home with their phonics and reading.
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 etc. PE fitness levels have decreased.

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 subject will be planned with increasing detail and consideration for how pre-requisite knowledge 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</p>	<p>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</p>		SLT	March 2021

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p>1-to-1 and small group tuition.</p> <p>Identified children will have significantly increased rates of reading fluency which in turn will increase their reading age. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be improved.</p>	<p>2 members of staff to provide small group reading interventions to children identified across KS1 and KS2</p> <p>Supply teachers x2</p> <p>Teachers had informal visits and discussions about the interventions to be provided.</p> <p>1 x teacher – Rec,Yr 1, Yr2 (1 day per year group)</p> <p>1 x teacher – Yrs 3-6, (1 day per year group)</p>		SLT	March 2021
<p>1-to-1 and small group tuition.</p> <p>Appropriate writing interventions to support those identified children in reinforcing their understanding of writing skills, SPAG, composition etc.</p>	<p>2 members of staff to provide small group writing interventions to children identified across KS1 and KS2.</p> <p>Teachers had informal visits and discussions about the interventions to be provided.</p> <p>1 x teacher – Rec,Yr 1, Yr2 (1 day per year group)</p>			

	1 x teacher – Yrs 3-6, (1 day per year group)			
1-to-1 and small group tuition Appropriate numeracy interventions to support those identified children in reinforcing their understanding of basic maths skills and application of number.	2 members of staff to provide small group Maths interventions to children identified across KS1 and KS2. Teachers had informal visits and discussions about the interventions to be provided. 1 x teacher – Rec, Yr 1, Yr2 (1 day per year group) 1 x teacher – Yrs 3-6, (1 day per year group) Total (£30,000)		SLT	March 2021

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<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 paperbased home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	Additional online learning resources will be purchased, Google classroom, Purple Mash, renew Education City. Home-learning paper packs printed for whole school. Stationery purchased and set aside for children to be collected or delivered to homes when home-learning occurs. Renew and extend Twinkl accounts for staff to use for resources to send to children via online and paper packs. (£500)		SLT	March 2021
<u>Access to technology</u> Access to technology Teachers and support staff have laptops that are equipped with google classroom and WONDE and allow the teachers to access school-based resources from home. Teachers facilitate effective home-	<i>Purchase additional laptops for staff (update teachers) and provide for LSP's teaching at home on google classroom.</i> (£2000)			

learning with increased capacity to share resources and communicate learning to children.				
<u>Summer Support</u> NA at the moment				
Total budgeted cost				<i>(£32,500)</i>
		Cost paid through Covid Catch-Up		<i>(£31040)</i>