



Aim High .... Fly High

## Duxford Church of England Community Primary School -Catch-Up Premium Plan

Summary information					
<b>School</b>	Duxford Church of England Community Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£16,400 (based on 2019 Census)	<b>Number of pupils</b>	199

### Guidance

In June, the government announced £1 billion of funding to support children and young people to catch up. Further guidance has now been released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) showing that the money is to be split between a **catch-up premium** and a **national tutoring scheme**. The money for the catch up premium is designed to help schools support pupils make up for lost teaching time, and the money for the national tutoring school is designed to provide additional, targeted support for those children and young people who need the most help.

The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census, meaning we are predicting Duxford school will be in receipt of approximately £16,000. It is not expected, however, that there will be a spend of £80 on each and every pupil in schools. The government has made it clear that the spending of this money will be down to schools to allocate as they see fit. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a support guide for schools with evidence-based approaches to catch up for all students.

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.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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"> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> </ul>

<b>Identified impact of lockdown</b>	
<b>Maths</b>	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Recall of basic skills has suffered –many children are not able to recall addition facts or times tables and have forgotten once taught calculation strategies. Children have not had the same opportunities to develop their reasoning and problem-solving skills as they have not been able to participate in typical classroom discussions and activities with their peers. This has also impacted greater depth pupils. This is reflected in maths assessments.
<b>Writing</b>	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills, including developing their punctuation, sentence structure and vocabulary. Those who have managed to continue writing throughout lockdown are less affected, however those who didn't write as 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.
<b>Reading and Phonics</b>	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, many 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. Support with comprehension is required. Phonics understanding has stalled for our younger children, especially those without a firm understanding prior to school closure.
<b>Language and Communication</b>	Language and communication support, especially for our youngest children, is necessary to plug gaps that have developed while children were not attending school.
<b>Behaviours for Learning</b>	On returning to school in September, many children lacked the behaviours for learning that are an integral part of learning in school. These included: attention to learning, motivation, resilience, independence, sharing, and having the ability to resolve their differences and reflect on their learning.

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools)

**Teaching and whole-school strategies**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Reviewed
<p><u>Pupil 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><i>Purchase and implement PUMA and PIRA Test-style Standardised Assessments suite, including SHINE. Termly tests to be completed and assessments recorded to identify gaps to gain insight to track performance. SHINE to be used to guide targeted catch ups. Diagnostic testing for maths purchased to support teachers to identify gaps in learning.</i></b></p> <p><b>(£2,700)</b></p>	<p>July 2021 PUMA and PIRA have been used in Years 1-6 and have enabled teachers to make accurate assessments about children’s learning. Teachers have more confidence in the assessments they make each term. SHINE identifies small steps that pupils have to make in order to make progress with their learning. SHINE is used by teachers and TAs to lead small group activities. Positive impact on teachers and TAs. Positive impact on pupils’ learning and progress – anecdotal. <b>£2,530</b></p> <p>Testbase purchased to aid formative assessment: <b>£260</b></p> <p>Cambs LA maths diagnostic kits to aid formative assessments: <b>£100</b></p>	<p>LJ, SM</p>	<p>July 2021</p>
<p><u>Pupil assessment and feedback</u></p> <p>Setting aside time to enable teachers to assess pupils’ wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.</p>	<p><b><i>Provide supply cover to enable teachers and other key staff to assess children’s needs.</i></b></p> <p><b>(£1,200)</b></p>	<p>July 2021 Positive impact on teacher wellbeing. Positive impact on pupils due to the quality of thought and assessments of their learning and wellbeing: <b>£1,000</b></p>	<p>SBM</p>	<p>July 2021</p>
<p><b>Teaching &amp; Whole School Strategies total budgeted cost</b></p>				<p><b>£ 3,900</b></p>
<p><b>Spent</b></p>				<p><b>£3,890</b></p>

Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Reviewed
<p><u>1-to-3 small group tuition</u>  <b>Reading, Writing and maths</b>            Up to 9 children per year group class will be identified to receive:</p> <ul style="list-style-type: none"> <li>15 weeks of high quality tutoring, using research led materials supported by the EEF leading to increased rates of reading fluency and understanding. Children 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 negated</li> <li>15 weeks of high quality tutoring, using research lead materials supported by the EEF leading to an improvement in quality of writing. Children will have the stamina to write and will improve the composition, the accuracy of their spelling, punctuation and grammar. They will be confident writers and the dips in writing attainment will be negated.</li> <li>15 weeks of high quality tutoring, using research lead materials supported by the EEF reinforcing their understanding of basic maths skills and application of number leading to increased rates of maths fluency enabling them to problem solve at pace without spending their working memory to work out basic number facts and knowledge. They will be confident mathematicians and dips in maths attainment will be negated</li> </ul>	<p><b><i>A part time teacher as well as TAs have been registered as tutors for SP Tutoring and catch up funding will be used to cover the cost of the tutoring:</i></b></p> <p style="text-align: right;"><b>(£6,500)</b></p>	<p>July 2021            Tutoring started in April 2021, later than anticipated due to Spring term Lockdown.            Tutors: 2 x TAs working with Y1, Y2 and Y5 pupils before or after school, 2 or 3 times per week.            1 x P/T teacher working with Y4 children one afternoon per week            1 x long term supply TA working with Y3 and Y4 pupils twice a week.            Tutoring focused on maths or reading.            All children gained in confidence during these sessions and teachers reported that these pupils became more confident in class, for example, putting their hands up more often to answer questions.            It is impossible to say that tutoring was the sole factor that enabled children to make progress.</p> <p>Y2            Maths group 1: 33% progress 0% at ARE            Maths group 2: 100% progress 0 ARE</p> <p>Y3            Maths: 66% progress 0 ARE            Reading: 100% progress 33% ARE</p> <p>Y4            Maths group 1: 100% progress 0 ARE            Reading group 1: 100% progress 0 ARE            Reading group 2: 100% progress 66% ARE            Reading group 3: 100% progress 66% ARE            Maths group 2: 100% progress 66% ARE</p> <p>Y5            Maths: 100% progress 0 ARE</p>	<p>SBM</p> <p>SBM</p>	<p>July 2021</p> <p>July 2021</p>

		Unable to secure as many tutors as we would have wanted. Unable to start tutoring until April 2021 due to lockdown. <b>Spend: approx. £2,000</b>		
<u>Interventions to support language development</u> <ul style="list-style-type: none"> <li>Targeted interventions to address weaknesses in children's language and communication skills and support children's language development.</li> </ul>	<p><b>12 week programme using 'Talkabout' programme recommended by school Educational Psychologist to improve self-esteem and self-awareness.</b></p> <p><b>Oracy project with cluster schools being explored.</b></p> <p><b>Purchase of resources and time for staff training</b></p> <p><b>(£2,000)</b></p>	<p>July 2021</p> <p>Programme explored further but decision made not to purchase.</p> <p>NELI project to start September 2021</p> <p><b>£0</b></p>	LJ, HP, CS, LF	July 2021
<u>Intervention programmes</u> <ul style="list-style-type: none"> <li>Interventions to support other aspects of learning, including behaviour and social &amp; emotional needs.</li> <li>'Nurture group' Nurture groups addresses learning and social and emotional needs and provided the necessary help to remove the barriers to learning. There is great emphasis on language development and communication through role modelling as well as social skills.</li> <li>'Circle of Friends' to support children with social skill development who find friendships difficult to foster and maintain.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li><b>Purchase of resources and specialist teacher time. Release time for key staff to research and prepare resources.</b></li> </ul> <p><b>(£2,000)</b></p>	<p>July 2021</p> <p>Due to Covid restrictions and Lockdown, Circle of Friends did not start. Advice was given to teachers by SEND Link teacher. No additional cost to school.</p> <p>Staff training in aspects of behaviour management and SEMH: <b>£96.56</b></p> <p>Staff training resources – pedagogy: <b>£420.00</b></p>	HP, TW	July 2021
<b>Targeted Approaches total budgeted cost</b>				<b>£10,000</b>
			<b>Spend</b>	<b>£2,516.56</b>

<b>Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Reviewed</b>
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Remote-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 remote-learning.	<b><i>Additional online learning resources will be purchased, such as Bug Club, Oxford Owl and Mathletics to support children elearning at home.</i></b> <b>£2,000</b>	Collins Big Cat: <b>£900</b> Ed Shed: <b>£180</b> White Rose maths: <b>£260</b> Children are able to access high quality resources whilst working at home. Decision made not to purchase Mathletics, focus on using timestables Rockstars to develop times tables knowledge	LJ, SM	July 2021
<u>Supporting parents and carers</u> Teachers will lead termly learning 'cafes' to give parents information about how maths, reading, writing or phonics are taught in school and how they can support their child/ren at home.	<b><i>Supply cover for teachers to prepare or deliver their session for parents.</i></b> <b>£500</b>	Planned but not started Spring term July 2021 Teachers all led parent information sessions during the Summer term. These took place virtually after school, no supply cover needed. <b>£0</b>	SBM	July 2021
<b>Wider Strategies total budgeted cost</b>				<b>£ 2,500</b>
			<b>Spend</b>	<b>£1,340</b>
			<b>Total budgeted cost</b>	<b>£16,400</b>
			<b>Total spend</b>	<b>£7,746.56</b>