

Catch-Up Premium Plan

Parsonage Farm Nursery and Infant School

Summary information					
Academic Year	2020-21	Total Catch-Up Premium	£13, 680	Number of pupils	171

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 2.

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

Identified impact of lockdown

Maths	<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>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar, spelling and punctuation 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>
Reading	<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 lower attaining readers (approx. 20%) have been disproportionately affected.</p>
Non-core	<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>

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>All subjects will be planned with increasing knowledge of where the children are and the gaps identified. Previous learning will be revisited and taught alongside new learning so that knowledge gaps can be reduced.</p>	<p><i>Additional time for teachers provided by extra LSA cover so teachers can work with groups of identified children</i> <i>Initial plan of 2 afternoons a week in Yr R and Yr 2.</i> (£4000)</p> <p><i>Nurture provision provided by LSA for individuals and groups of children in Yr 1 to support social and emotional needs</i> (£6000)</p>		KG, RW, VB	Feb 21
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of the gaps in learning and use this to inform assessments of learning</p>	<p><i>Additional PPA time for teachers to plan effective catch up curriculum</i> (£1500)</p>		KG, RW, VB	July 21
			Total budgeted cost	£ 11500

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Teachers will plan for individual children/groups of children to complete appropriately planned interventions based on assessed knowledge of their needs – could be delivered by teachers and/or LSAs Focus initially on Phonics, Reading, Writing and Maths</p>	<p><i>Additional time for teachers provided by extra LSA cover so teachers can work with groups of identified children</i> <i>Initial plan of 1 afternoon a week in Yr R and Yr 2.</i> (£2000)</p>		KG, RW, VB	Feb 21
<p><u>Intervention programme</u></p> <p>Teachers will plan for individual children/groups of children to complete appropriately planned interventions based on</p>	<p><i>Additional time for teachers provided by extra LSA cover so teachers can work with groups of identified children</i> <i>Initial plan of 1 afternoon a week in each year group.</i></p>		KG, RW, VB	July 21

assessed knowledge of their needs – could be delivered by teachers and/or LSAS Focus initially on Phonics, Reading, Writing and Maths	(As above)			
		Total budgeted cost		£ 2000

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 paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	<i>Additional online learning resources purchased, Purple Mash, to support children at home.</i> (£1000) <i>Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home if home-learning occurs.</i> (£500)		AR	Dec 20
			All staff	Feb 21
<u>Access to technology</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.	<i>Additional online learning resources purchased, Purple Mash to support children at home.</i> (As above)		AR	Dec 20
<u>Summer Support</u> NA				
			Total budgeted cost	£ 1500
			Cost paid through Covid Catch-Up	£13680
			Cost paid through school budget	£1320
			Overall cost	£15000