

### Summary information

<b>School</b>	Archibald Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£33,200	<b>Number of pupils (R-Y6)</b>	420

### 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

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 gaps in learning are evident</p> <p>Recall of basic skills has suffered – children were initially, for example, unable to recall addition facts, times tables and had forgotten once taught calculation strategies. Once back in school the majority of pupils were able to start to reconnect with previous learning more readily, however, periods of isolations (bubbles and individuals) have, in some cases the pace of recovery has slowed.</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. In 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 were able to access reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input (eg books, Reading Plus, Oxford Owl). However, children are less fluent in their reading and the gap between those children that read widely and those children who don't engage as readily is now increasingly wide. KS1 children have had to start further back in the RWI programme upon returning to school and then make accelerated progress due to specific content being missed, however periods of isolations (bubbles and individuals) have, in some cases the pace of recovery has slowed.</p>
<b>Wellbeing</b>	<p>Lockdown and ongoing periods of self-isolation have impacted in terms of heightened attachment anxiety, lack of consistency, patterns of irregular attendance, inconsistencies with respect to high expectations</p>
<b>Non-core</b>	<p>There are now significant gaps in knowledge – whole learning contexts have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less able to make connections between concepts and themes throughout the curriculum. Children have also missed out on the wider curriculum experiences e.g. trips, visitors, residential visits 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	Staff lead	Review date?
<p><b><u>Supporting great teaching, including assessment and feedback:</u></b></p> <p>Structured Recovery Curriculum focus on Reading, GPS, Maths and Wellbeing, followed by a structured 'Catch up' Curriculum targeted at identified pupils.</p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning. Next steps are carefully planned from this information.</p> <p>Consider and annotate curriculum maps wrt curriculum progression for foundation subjects</p>	<ul style="list-style-type: none"> <li>• PiXL Autumn Transition Package used to diagnose gaps in learning, support filling the gaps and assess the impact. (Y2 – Y5)</li> <li>• Class teachers in KS2 MP /HP dedicated improvement and response time DIRT (Dedicated Improvement and Response Time)</li> <li>• EYFS and Y1 – Transition Checklist used to identify gaps in learning and plan next steps.</li> <li>• Regular Standards team Meetings to feedback (Staff Meeting, Team Meeting time and SLT Time)</li> <li>• White Rose Maths SOW (£189) implemented to help facilitate remote learning and coverage of work missed in Summer Term.</li> </ul>			<p>December 2020</p> <p>April 2021</p> <p>December 2020</p> <p>Ongoing</p> <p>Ongoing</p>
<p><b><u>Supporting Wellbeing:</u></b></p> <p>Vulnerable pupils in class ready to learn and able to make a positive contribution to the learning environment</p>	<ul style="list-style-type: none"> <li>• PiXL Wellbeing Package</li> <li>• Pastoral Support Team</li> </ul>			<p>December 2020</p> <p>April 2021</p>
<b>Total budgeted cost</b>				<b>£189</b>

ii. Targeted Approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><b><u>1-to-1 and small group tuition</u></b></p> <p><u>Reading/Phonics</u> Successful self motivated and enthusiastic readers who enjoy reading for pleasure. Pupils reading well matched books at appropriate level in order to increase rate of progress in comprehension. Identified children will have significantly increased rates of reading fluency and prosody. Reading comprehension will be improved as a result of pupils being able to read at pace without using their working memory to decode extensively.</p> <p><u>Writing including GPS</u> Successful self-motivated and enthusiastic writers who enjoy writing and are able to write for a range of audiences and purposes. Pupils writing is enhanced through regular practice to improve stamina, fluency and transcriptional skills.</p> <p><u>Mathematics</u> Successful self motivated and enthusiastic mathematicians who enjoy investigating and reasoning. They will master number bonds, tables and the required processes of place value, addition, subtraction, multiplication and division and able to make connections within maths and between maths and other subjects</p> <p><u>Wellbeing</u> Pupils supported to take responsibility for their health and wellbeing. Pupils are inspired and empowered to look after their own wellbeing and that of others and to lead a healthy, active lifestyle.</p>	<ul style="list-style-type: none"> <li>• Scholastic Pro Reading Programme (Y2 – Y6) (£5670)</li> <li>• Reading Recovery Training (RMc) (£2940)</li> <li>• ELSA Support Assistant</li> <li>• PiXL Wellbeing resources</li> <li>• Wellbeing TA appointed to facilitate additional in class support to identified vulnerable children (Y2/3/4 focus) (Autumn 2 - Summer 2) (£15,760)</li> <li>• Class based TAs dedicated to at least 2 hours 1:1 and small group support each week</li> <li>• Class teachers in KS2 MP /HP dedicated improvement and response time (DIRT)</li> <li>• Additional targeted support in KS2 to extend school day in Summer term 2021 (Class teachers) (£5545)</li> <li>• The Nuffield Early Language Intervention (NELI) for targeted Reception pupils. (20-week intervention designed to improve the oral language skills of reception-aged pupils. Individual and small group scripted language teaching sessions delivered by trained school staff (usually teaching assistants). (DfE funded to start Spring 2021)</li> </ul>		<p>JB</p> <p>JB/RMc TG</p> <p>KM</p> <p>EL/JD/ML/ LF/JB</p> <p>EV/JR/MR/ LD/NZ</p>	<p>April 2021</p> <p>April 2020 Dec 2020 April 2021 Dec 2020 April 2021</p> <p>Feb 2021 April 2021 April 2021</p> <p>July 2021</p> <p>April 2021 July 2021</p>
			<b>Total budgeted cost</b>	<b>29,915</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Parents and carers further empowered to support children's learning</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 learning irrespective of ability of child/parent to navigate the online learning.</p>	<ul style="list-style-type: none"> <li>• Dedicated remote Learning on school website – regular updated</li> <li>• Marvellous Me!</li> <li>• SeeSaw enhanced version (£2000)</li> <li>• DfE ipads (x14)</li> <li>• School ipads to enhance provision (x10)</li> <li>• PiXL Apps</li> <li>• Remote Learning Exercise books (launch January 2021) (£160.20)</li> <li>• KS2 Homework Club launch Summer 2021 (£1000)</li> </ul>		SC/MN  BT JD AS/JD AS/JD  SC	Sept 2020 Dec 2020 April 2021  Dec 2020 January 21  January 21  July 2021
<p><u>Access to technology</u></p> <p>Teachers have ipads that are equipped with webcams and allow the teachers to engage with their pupils from home (eg SeeSaw)            Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.            Teachers able to teach remotely when at home and children at school, or across bubbles.</p>	<ul style="list-style-type: none"> <li>• Teachers using school ipads if necessary to engage with their classes.</li> <li>• Webcams in classrooms to teachers can teach remotely. (x21) £60 each (£1260)</li> </ul>		JD  JD/DR	Ongoing  Feb 2021
<p><u>Summer Support</u> tbc</p>				
<b>Total budgeted cost</b>				<b>£ 4260</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£33200</b>
			<b>Cost paid through DfE donations</b>	
			<b>Cost paid through school budget</b>	<b>£1164</b>