



Catch-Up Premium Plan

Brampton Cortonwood Infant School

Summary information					
School	Brampton Cortonwood Infant School				
Academic Year	2020-21	Total Catch-Up Premium	£10,160	Number of pupils	169 (127 Reception to Y2)

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	EEF Recommendations
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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.</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. 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 had the opportunity to access reading throughout the lockdown through online platforms such as the Collins Big Cat e-books. This is something that was more available for families and required less teacher input. However, despite phonics being accessed more than any other subject during lockdown, children are less fluent in their reading because children still have gaps in the application of their phonics skills within a text and how to use their decoding knowledge in conjunction with other reading and book skills. The gap between those children that read widely and those children who don't is now increasingly wide and the bottom 20% of readers 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>Core and foundation subjects 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 children's understanding.</p>	<ul style="list-style-type: none"> • 'Recovery curriculum' designed, more specifically for KS1, around the text 'Here We Are' to be implemented in Autumn 1. <ul style="list-style-type: none"> ➤ KS1 to use themes from the text to cover the previous year group's foundation subject objectives to ensure that that knowledge can be subsequently built upon (in line with their current curriculum year objectives) later on in the year. ➤ EYFS to use the text to drive the Communication, Language and Literacy skills that may have been missed as well as provide a range creative opportunities with different media that may not have been accessed at home. <p style="text-align: right;">£450</p> <ul style="list-style-type: none"> • Class banks of resources such as tens frames, part-whole grids, phoneme frames etc. to limit need for the sharing and mixing of resources outside of class bubbles <p style="text-align: right;">£50</p>		<p>SLT</p> <p>VF</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Teaching 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>	<ul style="list-style-type: none"> • Baseline assessment completed in EYFS • Missed learning evaluation completed collaboratively with teaching staff during Autumn 1 with primary focus on Maths and Foundation subjects. • Reading levels and progress assessed by end of Autumn 1, then reviewed half-termly. • Development of coherent foundation subject assessments to evaluate children's knowledge by the end of KS1. <p style="text-align: right;">No cost to school</p>		<p>SLT</p>	<p>July 21</p>
Total budgeted cost				£500

iii. 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 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.</p>	<ul style="list-style-type: none"> ClassDojo to be used by each class to communicate messages shared school learning and set home learning when applicable. Purchase 'Go Read' and an online reading record between home and school. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs. Delivery of home learning and resources (where appropriate) to ensure pupils aren't disadvantaged. <p style="text-align: right;">£1130</p>		SLT	<p>Feb 21</p> <p>Feb 21</p>
Total budgeted cost				£7052.04
		Cost paid through Covid Catch-Up		£7052.04*
		Cost paid through school budget		
<ul style="list-style-type: none"> Additional funding will be allocated and documented where needs arise following initial review period. 				