



COVID Premium Catch-Up Plan

Kirkby la Thorpe CE Primary Academy

Summary information

School	Kirkby la Thorpe CE Primary Academy				
Academic Year	2020-21	Total Catch-Up Premium	£10,800	Number of pupils	135

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), it will not be added to schools' baselines in calculating future years' funding allocations.

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

Reading	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, some 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. In addition, some groups of children are less able to articulate their thoughts. Question level analysis illustrates this from information gathered from baseline assessments.
Writing	This is the area identified to be the weakest of all and most affected by the school closure. Children's writing stamina has reduced, as has their presentation and ability to write neatly and in a cursive style. Once prompted, children can identify different text types and their specific features, but such knowledge isn't in their working memory. In addition, knowledge of grammar and punctuation has lapsed, which is affecting pupils' ability to write the correct types of sentences for the style in which they are writing.
Maths	Children still have an interest in for maths and lockdown has not affected their attitudes however 'gaps' have been identified in their subject knowledge. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. As a result, pupils' ability to reason has been affected, as illustrated in baseline assessments. This information outlines distinct groups who require direct intervention.
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, which often provide learning hooks for pupils.
Emotional health and well-being	The lack of structure during the lockdown, coupled with limited socialisation with their peers has affected a number of groups of pupils in school. Such pupils display difficulty in regulating their emotions and lack the ability to articulate how they are feeling.

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> Learning will be well planned and creative methods will be used to engage and interest the children, giving their learning a sense of purpose. Pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. The use of Cornerstones will ensure that knowledge is taught in a progressive manner.</p>	<p>Resources (Cornerstones Maestro, 1 Decision) will be utilised to support planning and delivery of curriculum.</p> <p style="text-align: right;">COST £1180</p>		KG	Dec 20/ March21/ June21
<p><u>Teaching assessment and feedback</u> 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>Use of NFER assessments and their unit analysis tool.</p> <p>Use of Insight, assessment tracker, to monitor attainment and progress from baseline assessments (September 2020).</p> <p style="text-align: right;">COST £1449</p>		KG and CB	Sept 20/ Dec 20/ March21/ June21
<p><u>Transition support</u> Pupils requiring emotional support to return to school have been identified and will settle positively back to school.</p>	<p>SENDCo, ELSA TA and 2 further TAs, will spend the afternoons of the first 2 weeks of term meeting identified pupils 1:1, to meet their emotional needs. Any further pupils will be identified in this period too.</p> <p style="text-align: right;">COST £825</p>		AR	Ongoing
Total budgeted cost				£3454

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 Maths</u> Identified children will have significantly increased rates of progress in maths. Gaps in mathematical knowledge will be addressed. Recall of addition, subtraction, multiplication and division will have improved. Pupils will demonstrate greater reasoning skills.</p>	<p>Pupil Premium, Year 6, and identified children (from baseline and December assessments) will be selected to participate in Third Space Learning NTP sessions (12x1hr – spring term)</p> <p style="text-align: right;">COST £2446</p>		KG	Feb 21/ March 21

<p><u>Intervention programmes – 1:1 precision teaching</u> Precision teaching methods will be used to address gaps in pupils’ knowledge. Assessments at the start and end of each block of precision teaching will demonstrate progress.</p> <p><u>Intervention programmes – small group writing</u> Identified areas from assessed pieces of writing, will be addressed, with pupils working in small groups with the same need. Specific skills of identified children will demonstrate progress, illustrated through termly assessments.</p>	<p>Precision teaching – phonics, spelling.</p> <p>Additional GR sessions led by TAs.</p> <p style="text-align: right;">COST £4575</p>		<p>KG/LM</p> <p>KG/CB</p>	<p>Feb 21/ March 21/ May 21/ July 21</p> <p>Feb 21/ March 21/ May 21/ July 21</p>
<p><u>Extended school time</u> The writing attainment of the identified groups of children will improve, illustrated in termly assessments. Pupils’ knowledge of text types, sentence structures and use of punctuation will improve and they will be able to explain their choice of each, as appropriate.</p>	<p>Identified children will be invited to after school booster session.</p> <p style="text-align: right;">COST N/A</p>		<p>KG/CB</p>	<p>March 21/ June 21</p>
Total budgeted cost				£7021

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><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.</p>	<p>Online learning resources will be purchased (Oxford Reading Buddy, TT Rockstars, Numbots), to support children’s reading, number bond and times table knowledge at home.</p> <p style="text-align: right;">COST £935</p>		<p>KG/CB</p>	<p>March 2/ June 21</p>
<p><u>Access to technology</u> All pupils will be able to access remote learning (if required). No pupil will be disadvantaged.</p> <p>Pupils will have greater access to online subscriptions within school, supporting their learning.</p>	<p>Data cards to be given to families with limited internet access.</p> <p>Use of DfE laptops and those donated to our school.</p> <p style="text-align: right;">COST N/A</p>		<p>KG</p> <p>KG/PL</p>	<p>Ongoing</p> <p>Feb 21</p>
Total budgeted cost				£935

	Total budgeted cost	£11,410
	Cost paid through Covid Catch-Up	£10,800
	Cost paid through school budget	£610