

# Catch-Up Premium Plan

## Chandlers Ridge Academy

Summary information					
School	Chandlers Ridge Academy				
Academic Year	2020-21	Total Catch-Up Premium	£27,760	Number of pupils	319

**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
<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 <a href="#">curriculum expectations for the next academic year</a>.</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><input type="checkbox"/> Supporting great teaching</li> <li><input type="checkbox"/> Pupil assessment and feedback</li> <li><input type="checkbox"/> Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> One to one and small group tuition</li> <li><input type="checkbox"/> Intervention programmes</li> <li><input type="checkbox"/> Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supporting parent and carers</li> <li><input type="checkbox"/> Access to technology</li> <li><input type="checkbox"/> Summer support</li> </ul>

## 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 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 arithmetic assessments.</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. Gaps 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 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 bottom 20% of readers have been disproportionately affected.</p>
<b>Phonics</b>	<p>There are now significant gaps in knowledge of phonemes particularly in Reception, Y1 and Y2.</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>Purchase Twinkl ultimate to ensure that planning is in place for Catch up after school clubs.</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</p>	<p>TAs provided with planning and able to provide catch up provision in small targeted groups before school. (£105)</p> <p>Purchase additional manipulatives for where necessary in school (£300)</p> <p>E books purchased for during lockdown 2021 so children can continue reading at home- also can be used in school on children's return. (£700 through school budget)</p>	<p>Twinkl This has already had an impact as the children achieving the phonics screening in Y2. (Nov 20)</p>	<p>AD</p> <p>phase leaders</p> <p>NB</p>	<p>Dec 20</p> <p>Feb 21</p> <p>March 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>	<p>Baseline for all children and progress meeting following this. Regular data collected</p> <p>Information about progress also collected through low stakes testing, quizzes and questioning. (part of normal costs)</p>		<p>NB</p>	<p>July 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Chandlers Ridge have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>Transition videos provided for new starters.</p> <p>visits for parents when allowed</p>		<p>phase leaders</p>	<p>Ongoing</p>
<b>Total budgeted cost</b>				<b>£1105</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u>  Identified children	Y2 will be catch up phonics in sessions before school with TAs- this will change to maths after Christmas  Y1 to start after Autumn half term, phonics targeted.  Y3/4 catch up during two days a week when a teacher is released to focus on maths and reading sessions with different groups across the days.  Y5 catch up maths, English and SPAG  Y6 catch up, English, maths and spelling  Each phase has completed a more detailed plan for their area.		AD/AB   LA  NB  MR	Feb 21   Feb 21
<u>Intervention programme</u>  An appropriate intervention supports those identified children in reinforcing their understanding.	Interventions occurring during the school day when necessary.			July 21
<u>Extended school time</u>  Identified children are able to access a catch-up after school sessions. The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.	Catch up for reading, writing and phonics across school. More detailed plans by phase leaders.			Ongoing
<b>Total budgeted cost</b>				<b>£27355</b>

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.	Additional online learning resources will be used such as My Maths ( £475)			Feb 21
	Exercise books purchased to have available in case. Photocopying of work where necessary if children cannot access learning. (£50)			Feb 21
<u>Access to technology</u>  During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.  Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	DFE supplied devices where necessary. Children to borrow school device if necessary.	All children who needed a device over lockdown 2021 were provided with one. This was invaluable for use of MSTeams.		Feb 21
	New laptops on order for staff-these can run the boards and can be taken home when necessary ( approximately £5000)			Feb 21
<b>Total budgeted cost</b>				<b>£33460</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£27760</b>
			<b>Cost paid through school budget</b>	<b>£5700</b>