

Summary information					
School	Blyton cum Laughton CE Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£10160	Number of pupils	128



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
- 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. 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>Reading is more accessible for the majority of our 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 due to the lack of phonics teaching in the current Year 1 and Year 2. The intervention programmes which have proved successful so far have also been disrupted and will need to be a key focus.</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?
<u>Supporting great teaching:</u> Using targeted resources, children make rapid progress and acquire subject knowledge in line with need.	<i>Purchase CGP books for core and foundation subjects to support school and home learning, providing resources for teachers and teaching assistants to work 1:1 or in group situations. Selected units will be used by teachers and teaching assistants to support whole class/group classroom learning or 1:1 support.</i> (£325)	All children had access to curriculum relevant materials with learning at home and school linked using the CGP books, teacher planning and Oak Academy.	KD	Aut 21
Children make rapid progress with their basic mathematics recall and calculation strategies.	<i>Purchase Propeller Rapid Recall Whiteboards to enable children to access a resource which is quick to use, flexible and set to need. Daily 15 minute use for all children focusing on the basic skills linked to need. Additional 1:1 or group support provided by teaching assistants.</i> (£692)	Y2 aut 2020 57% to aut 2021 63% ARE Y3 53% to 64% (+11%) Y5 55% to 65% (+10%) Y6 65% to 74% (+9%)	LB	Aut 21
Children can access learning across the curriculum with more confidence, acquiring pre-requisite knowledge quickly and are able to make connections between curricular concepts and themes.	<i>Purchase a <u>key</u> curriculum book for each term for each child to enable access to a text which will provide the inspiration for the majority of learning that term.</i> (Spring/Summer/Autumn 2021) <i>All children will have their own copy to explore, pre-read, re-read, read alongside their teacher and teaching assistants. Children will be able to take the book home to continue exploring.</i> (£2800) + £875 charitable donation <i>Purchase Write Like a Ninja for every child from Year 2 to Year 6 which provides key vocabulary linked to curriculum areas.</i> (£320)	Engagement has been tangible. Children talk with a love for the book and enjoy having their own copy at hand. Reading: Y2 aut 2020 57% to aut 2021 57% ARE Y3 53% to 64% (+11%) Y4 46% to 46% Y5 55% to 65% (+10%) Y6 48% to 60% (+12%)	KD	Aut 21
<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.	<i>Purchase and implement Insight tracking tool for a more detailed analysis of data. Complete termly PUMA and PIRA termly tests, record assessments to identify gaps and on Insight to track performance.</i> (£400)	Teachers are now able to monitor impact of T&L on progress and attainment including the impact of interventions. This has triggered an audit into current TA organisation and intervention implementation and redirection and review of resources.	KD	Aut 21
Total budgeted cost				£4537 + £875

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 will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated. Identified children will make significant progress with their writing skills, including handwriting, spelling, vocabulary development and sentence structure.	Targeted group and 1:1 precision intervention support from teaching assistants for those children identified following initial assessment. One teaching assistant at each site. (£1500) Targeted groups of children in Years 3-5 will receive daily sessions of 30 minutes using Detail Detective strategies from KD. The sessions will be observed by teaching assistants to then lead with other targeted groups and will also free teaching assistants up to target other groups of children with need.	<u>Disadvantaged</u> <u>Current Y3 (Y2</u> <u>Aut to Y3 Aut</u> <u>data)</u> R +16% W +50% of working just below from below M+16% <u>Y4</u> W +12% <u>Y5</u> R +14% W = M +14% <u>Y6</u> R +14% W = M +28%	GN	Aut 21
		Y2 aut 2020 57% to aut 2021 63% ARE (+6%) Y3 53% to 64% (+11%) Y5 55% to 65% (+10%) Y6 65% to 74% (+9%)	KD	Aut 21
<u>Intervention programme</u> Appropriate rapid recall intervention supports those identified children in reinforcing their understanding of basic maths skills and application of number	<i>Purchase Propeller Rapid Recall Whiteboards are used as a tool for targeted 1:1 or group support provided by teaching assistants.</i>		LB	Aut 21
Total budgeted cost				£1500

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 paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p><i>Additional online learning resources, including ClassDojo will be purchased to support and improve communication with children and parents at home. Apps and resources to support learning at home will be purchased again (Spelling Shed/EdShed/TTRockStars/Twinkl/White Rose Maths) – 50% will be covered by school budget - so that children can practise aspects of their learning at home.</i></p> <p><i>Twinkl £48 per year</i> <i>TTRockStars £73.32</i> <i>Spelling Shed £56</i> <i>Numbots £42</i> <i>White Rose Maths £50</i> <i>£269.32</i></p> <p><i>Curriculum linked resources (through the acquired CGP books) will be created and distributed in learning packs for those children not accessing remote learning.</i> <i>Selected units will be used by teachers and teaching assistants to support classroom learning through pre-learning.</i> <i>Week long home-learning paper packs are printed and ready to distribute for all children.</i> <i>A summer pack will be sent home for pre-learning prior to the start of the Autumn term.</i></p> <p><i>£500</i></p>	<p>Increased % of children accessing the online apps.</p> <p>Class Dojo has transformed communication between school and home with 90% of families accessing it.</p> <p>All children had access to curriculum relevant materials.</p>	<p>KD</p> <p>KD</p>	<p>Aut 21</p> <p>Aut 21</p>
<p><u>Curriculum Experiences</u></p> <p>Foundation subject knowledge and inspiration is acquired virtually by providing children with high quality experiences.</p>	<p><i>Children have the opportunity to access virtual experiences with experts in their field (including authors) via Zoom/Teams linked to curriculum areas.</i></p> <p><i>£800 (the approximate cost of a 45 minute session is £80)</i></p>	<p>Opportunities limited. Funding used to equip children with extra term of curriculum books.</p> <p>A diverse range of author Zoom visits were provided for free via local bookshop.</p>	<p>KD</p>	<p>Aut 21</p>

<u>Access to technology</u> Teachers have laptops that are equipped with webcams. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children and parents via ClassDojo. Children acquire coding skills relevant to their year group need.	<p><i>For children accessing learning at home, teachers will communicate regularly with parents/carers and children enabling misconceptions to be overcome.</i></p> <p><i>Additional computing resources acquired, including Sphero BOLT, to ensure children have the opportunity to develop coding skills that have been missed.</i></p> <p>£1000 + £1500 from charitable donation</p>	Laptops acquired have been used to enhance computing curriculum alongside purchase of software and equipment. The impact in 2021/22 has been significant with all children now accessing weekly computing sessions in line with the National Curriculum.	KD	Aut 21
			KD	
<u>Summer Support</u> NA				
Total budgeted cost				£2569.32
		Cost paid through Covid Catch-Up		£8606.32
		Cost paid through charitable donations		£2375
		Cost paid through school budget		£269.32