

# Sibsey Free Primary School



## Catch Up Premium Plan 2020 - 2021



## Summary information

Academic Year	2020-21	Total Catch-Up Premium	£13,600	Number of pupils	171
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## 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 from Reception to Year 6.

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](#)

## EEF Recommendations

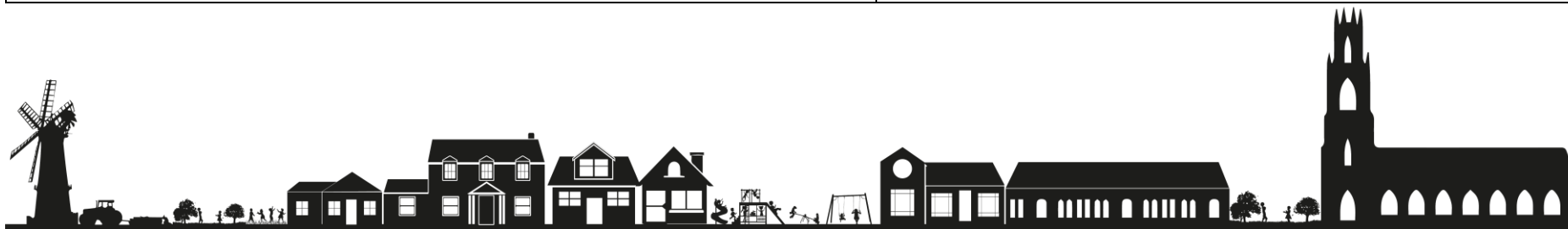
The EEF advises the following:

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



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.

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

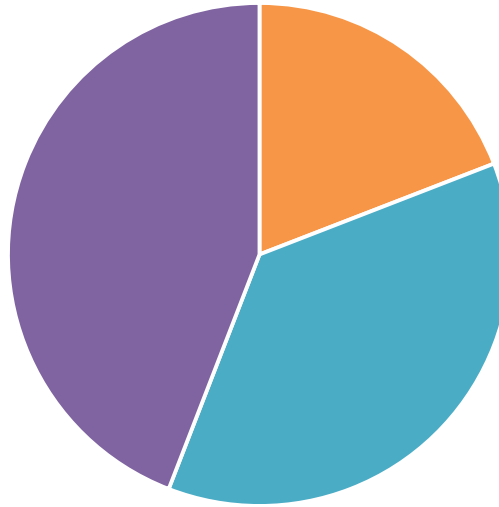
### Identified impact of lockdown – Sibsey’s baseline analysis – completed by end September 2020

<b>Reading: Mrs Crozier</b>	Overall, children’s reading appears to have been less affected by the lockdown period than grammar and writing. 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. <i>The bottom 20% of readers have been affected disproportionately (national findings)</i>
<b>Writing: Mrs Crozier</b>	Children have lost essential practising of writing skills. Stamina for writing has been particularly affected. 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. Handwriting is generally already starting to improve again by the end of September 2020 with regular time allocated to it.
<b>Maths: Mr Flynn</b>	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’. 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 but particularly in reasoning as it means that pupils are struggling to be able to apply skills that they need more support with.
<b>Other subjects: Various subject leaders</b>	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. Some additional catch-up work in Autumn Term for Reading, Writing and Maths has meant a temporary narrowing of the curriculum.



## Original planned outline spending

£13,600 DfE catch up



- Curriculum: Reading books, software, equipment, etc. £2,600
- Staff: Hours - intervention, support, £5000
- Devices: Tablets - in school and remote learning £6,000



**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**

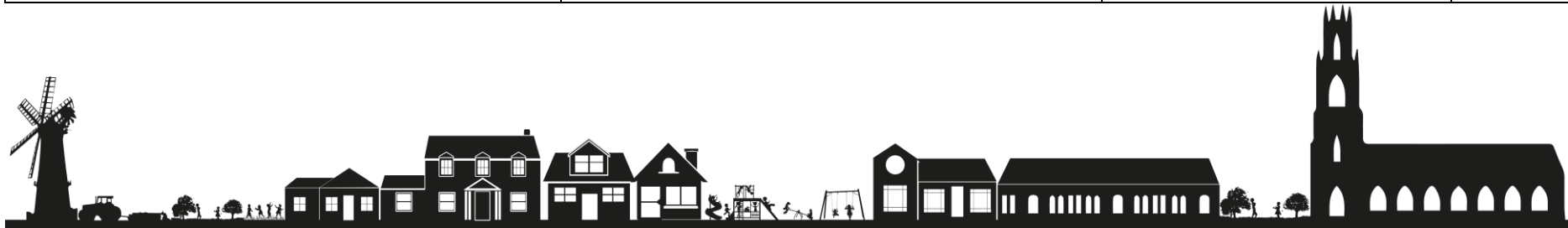
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting high quality teaching:</u></p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in maths and other subjects. Additional resources are needed to allow all pupils to access materials and manipulatives.</p>	<p><b><i>Purchase additional resources for classrooms and PE lessons, playtimes (separate groups to have separate equipment)</i></b></p> <p style="text-align: right;"><b>£500</b></p>		GW	Feb 21
<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><b><i>Purchase and implement the Insight Assessment System NFER online analysis tool to be integrated.</i></b></p> <p><b><i>Purchase the science assessment materials</i></b></p> <p style="text-align: right;"><b>£850</b></p>		GW Teachers	July 21
			<b>Total budgeted cost</b>	<b>£1350</b>



ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition - reading, writing, maths</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. Writing will have Visual Literacy approach to intervention sessions building on writing stamina and appropriate grammar teaching and support. Maths will focus on the key calculation and recall skills to support reasoning.	<b><i>Additional hours for staffing to provide intervention sessions throughout the school week.</i></b>  <b><i>(£6000)</i></b>		GW	Feb 21
<u>Intervention programmes</u>  An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.	<b><i>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></b>  <b><i>(£1000)</i></b>		GW	July 21
<b>Total budgeted cost</b>				<b>£7000</b>



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>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>	<p><b>Additional online learning resources will be purchased, such as Literacy Shed Plus, Spelling Shed, White Rose to support children learning at home.</b></p> <p style="text-align: right;"><b>£1500</b></p>		GW	Sep 20
	<p><b>Home-learning paper packs are printed and ready to distribute for all children that need paper packs. All pupils have a book that remains at home for home learning. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</b></p> <p style="text-align: right;"><b>£250</b></p>		GW Teachers	Feb 21
<p><u>Reading volunteer support</u> Targeted for pupils without access to quality reading at home.</p>	<p><b>Cost of DBS for volunteers</b></p> <p style="text-align: right;"><b>£200 est.</b></p>			
<p><u>Access to technology</u> <b>ONE DEVICE PER CHILD PROJECT</b> - 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. If needed, remote learning can be accessible to all through the purchasing of one tablet device per child across the school. 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. This will be done</p>	<p><b>Lenovo Tablets – 172 ordered, delivery date expected December week 2</b></p> <p style="text-align: right;"><b>£10,000</b></p> <p><b>Charging stations (4 sets per class) to safely charge tablet devices</b></p> <p style="text-align: right;"><b>£850</b></p> <p><b>Locker systems to house tablets</b></p> <p style="text-align: right;"><b>£2000</b></p>		GW CF	Jan 21



through Zoom as it is deemed safer than the Google Classroom live streaming function.				
<b>Total budgeted cost</b>				<b>£14, 800</b>

	<b>Cost paid through Covid-19 Catch-Up</b>	<b>£23,150</b>
	<b>Cost paid through charitable donations</b>	<b>£10,000</b>

