



## Catch-Up Premium Plan

### Cuddington and Dinton C of E School

Church of England School

Summary information					
School	Cuddington and Dinton C of E School				
Academic Year	2020-21	Catch-Up Premium	£14,240 (£14,400)	Number of pupils	178 (180)
Guidance					
<p>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.</p> <p>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. Unspent money can be carried over to the next financial year.</p> <p>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.</p>					
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>Supporting great teaching</li><li>Pupil assessment and feedback</li><li>Transition support</li></ul> <p>Targeted approaches</p> <ul style="list-style-type: none"><li>One to one and small group tuition</li><li>Intervention programmes</li></ul> <p>Wider strategies</p> <ul style="list-style-type: none"><li>Supporting parent and carers</li><li>Access to technology</li></ul>		

Identified impact of lockdown	
<b>Maths</b>	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Lockdown has not affected their attitudes however they are quite simply behind where they would have normally been coming back to school in September. 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 assessments.
<b>Writing</b>	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.
<b>Reading</b>	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, for most children, their reading comprehension skills have suffered as a result of reading alone at home. 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 by lack of reading practice.
<b>Non-core</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.

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	Review
<u>Supporting great teaching:</u> The 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.  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	Use of webinars to support aspects of teaching, which are then shared/ delivered in staff meetings (£500)  Audit resources and purchase additional manipulatives for if needed. (£200)		Nicola/ Kim  Richard	Feb 21  Feb 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.	Purchase and implement the Rising Stars National Test-style Standardised Assessments for reading. Complete termly tests and record assessments on MARK to identify gaps and on Insight to track performance. (£810)		Nicola/ Kim	July 21
<u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling at Cuddington and Dinton, have an opportunity to become familiar and confident with the setting before they arrive.	A video of the school is arranged and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining Cuddington and Dinton .(£800)		Kim	Ongoing
				<b>Total budgeted cost</b> £ 2,310
ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff	Review
<u>1-to-1 and small group tuition</u> <u>Reading-</u> Identified children will have significantly increased rates of reading fluency. 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. <u>Writing-</u> To develop stamina and teach missed grammar aspects <u>Maths-</u> To develop confidence, reinforce class teaching and over learn previous methods and concepts	<ul style="list-style-type: none"> <li>Year 1 &amp; 2 group work for writing, maths, phonics and reading- Nicola</li> <li>Year 3 writing group- Kim</li> <li>Year 4 1:1 and small group tutoring for writing, maths and reading comprehension – Tom (Amy to cover class)</li> <li>Year 5&amp;6 1:1 and small group tutoring for writing and maths- Helen</li> </ul> Cost £200 a week Total £6,000		Kim	Feb 21

<u>Intervention programme</u> Support for mental wellbeing for vulnerable and/or ASD pupils in Kst 2 initially	Tracy Roberts to run 2 x 1 hour session for identified pupils to support their mental wellbeing.  Cost £50 a week Total £1,500		Tracy	July 21
<u>Extended school time</u> Use breakfast Club and after school club for PP and others to access online learning (TT rockstars) and additional reading.	TA's running club to listen to PP pupils read and allow them to use Acers to access TT Rockstars		Kim	Ongoing
<b>Total budgeted cost</b>				<b>£7,500</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact	Staff	Review
<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.	Additional online learning resources will be purchased,		Kim/ Nicola	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.	Ensure all teaching staff have laptops that have the facility to use zoom and webcams. Possibly purchase 2 more laptops	£600	Kim/ Nicola	Feb 21
<b>Total budgeted cost</b>				<b>£ 600</b>
<b>Cost paid through Covid Catch-Up</b>				<b>£10,410</b>
<b>Covid Catch Up unspent</b>				<b>£3,830 (£3,990)</b>