



Thurlaston CE (Aided) Primary School

Teaching and living the Christian way of life

Summary information

School	Thurlaston CE (Aided) Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£8000	Number of pupils	100

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. We have few pupils in this group.

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](#)

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

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.

- Extended school time

Wider strategies

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

Identified impact of lockdown

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Recall of basic skills has suffered for some children – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.
Writing	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.
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, 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.
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 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 lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>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.</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA using current support staff</i></p> <p style="text-align: right;">(£0)</p>	Ensures skills are taught and any knowledge gaps are addressed	GB	Termly review of planning
<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><i>Perform CAT4 testing on pupils who have previously taken it in year 3 to see if there is any significant change that needs addressing.</i></p> <p style="text-align: right;">(£509.95)</p> <p><i>Purchase some other additional tests to look at gaps in learning.</i></p> <p style="text-align: right;">(£146.95)</p> <p><i>Pay for some external testing</i></p> <p style="text-align: right;">(£380)</p>	<p>Underlying ability assessed and any drops considered</p> <p>Gaps in learning assessed in reading and spelling</p> <p>Analysis of reasons for gaps and what can be done to address them</p>	<p>GB</p> <p>GB</p> <p>GB</p>	<p>End of Summer 21</p> <p>Autumn 20</p> <p>Spring 21</p>
<p><u>Transition support</u></p>	<p><i>Children have benefited from filmed transition to the school. This has helped those who applied late in particular. Other classes have benefited from photos and text on the website.</i></p> <p style="text-align: right;">(£0)</p>	Help children settle in new classes	GB	As transitions happen whether staff or pupils
Total budgeted cost				£1036.90

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Intervention programme</u> The intervention programme normally arranged will continue with some slight differences. Staff will work predominantly within their bubbles. This will be focused on Year 3 and below.	<i>Our normal intervention programme will be supplemented by increased hours from the limited number of support staff who can do more hours.</i> (£500)		JS	Easter
<u>NTP and similar Tutoring</u> Gaps in learning in Maths and English are addressed and pre Covid levels are returned to. This is for all year 6 pupils and some pupils from year 4 and year 5.	<i>NTP programme and similar tutoring using an external tutor. (15 weeks NTP, Year 4- 12 weeks and year 5 -8 weeks).</i> (£6753)		VB, TT VB	April 2021 Year 6, 4 July 2021 Year 5
			Total budgeted cost	£7253

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers and Access to technology</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.	<i>Ensure parents all have access. Use government funded equipment appropriately</i> <i>Use Class Dojo</i> £ (0)		GB All teachers	At the end of each extended use.

<u>Summer Support</u> WE do not believe that Summer Support would be an efficient and effective use of funding for our school				
Total budgeted cost				£8289.90
		Cost paid through Covid Catch-Up		£8000
		Cost paid through charitable donations		0
		Cost paid through school budget		£289.90