



Catch-Up Premium Plan Nettleham Church of England Aided Junior School

Summary information

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|----------------------|----------------------------|-------------------------------|--------|-------------------------|-----|
| School | Nettleham CE Junior School | | | | |
| Academic Year | 2020-21 and 2021 - 2022 | Total Catch-Up Premium | £18160 | Number of pupils | 227 |

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. So for Nettleham CE Junior School this allocation is £18160.

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. This is reflected in arithmetic assessments.</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. 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> |
| Reading | <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 hit.</p> |
| Non-core | <p>There are significant gaps in knowledge – units of work have not been taught face to face 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) | Review date? |
|--|--|------------------------|---|
| <p><u>Supporting high quality teaching:</u></p> <p>All subject areas 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>Having additional Teaching Assistant hours in every year group to provide small group work helps with over learning and retention of previous learning with help to close the gaps for those children identified by class teachers will help close gaps.</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.</i></p> <p><i>Additional Teaching assistant hours in every year group to support staff in providing rapid intervention and targeted support based on thorough assessment of 'gaps'</i></p> <p style="text-align: right;">(£) 8750 + 36000</p> <p style="text-align: center;"><i>Half of additional PPA costs for Teachers Additional Teaching assistant hours in all year groups</i></p> | | <p>July 21 July 22</p> <p>July 21 July 22</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.</p> | <p><i>Teaching staff given release time to individually assess children in their classes to identify gaps.</i></p> <p style="text-align: right;">(£) 8750</p> | | <p>July 21 July 22</p> |
| budgeted cost | | | £53,500 |

| ii. Targeted approaches | | | |
|--|--|------------------------|------------------------------------|
| Desired outcome | Chosen action/approach | Impact (once reviewed) | Review date? |
| <u>1-to-1 and small group tuition</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 addressed. | <i>Additional release time and training to support the delivery of the reading fluency project.</i> (£) 180 | | July 21 July 22 |
| <u>Intervention programme</u> An appropriate numeracy intervention supports those identified children in reinforcing their understanding of basic maths skills and application of number. Designated SUMO time for children identified as in need. | <i>Staff are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i> (£) 1400 | | July 21 July 22 |
| | | | budgeted cost £1,580 |

| iii. Wider Strategies | | | |
|---|---|-----------------------------------|---|
| Desired outcome | Chosen action/approach | Impact (once reviewed) | Review date? |
| <p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home.</p> <p>Videos prepared to support parents with online and home learning.</p> <p>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><i>Additional online learning resources will be purchased, including full access to MS Teams for all children and staff.</i></p> <p><i>Spelling Shed and White Rose Maths purchased so that children can practise spellings and maths at home.</i></p> <p><i>Home-learning paper packs are printed and ready to distribute for children unable to access online resources.</i></p> | <p>1500</p> <p>500</p> <p>100</p> | <p>July 21 July 22</p> <p>July 21 July 22</p> |
| <p><u>Access to IT equipment</u></p> <p>Some children within school don't have any access to IT equipment within their homes for remote learning if a bubble should close. Children will be able to borrow additional devices so that they can access independent online activities.</p> | <p><i>Purchase additional laptops and iPads within school to be used to further support online access to resources for the children accessing home learning in the event of bubbles closing.</i></p> | <p>2,000</p> | |
| | | | budgeted cost £4,100 |
| | | | Total budgeted cost £59,180 |
| | | | Cost paid through Covid Catch-Up £18,160 |
| | | | Cost paid through other funding £1,500 |
| | | | Cost paid through school budget £39,520 |