



Catch-Up Premium Plan Dawley C of E Primary Academy



Summary Information

School	Dawley C of E Primary Academy				
Academic Year	2020-2021	Total Catch-up Premium	£16,080	Number of pupils	201

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



Catch-Up Premium Plan Dawley C of E Primary Academy



Identified Impact of Lockdown

Increased gaps in Reading, Writing and Maths for those pupils who were unable to engage fully with home learning during lockdown.

Disadvantaged children have been disproportionately affected and present with larger gaps in learning.

Staff require training and appropriate resources to be able to close gaps in learning presented because of COVID-19 and provide targeted interventions especially for the lowest 20%

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>Supporting Effective Teaching</p> <p>Quality first teaching ensures all children are challenged and reach their potential.</p> <p>Attainment and progress data continue to be in line with 2019 KS1 and KS2 end of year assessments.</p> <p>Quality resources are used that allow accelerated progress.</p>	<ul style="list-style-type: none"> ‘Back-on-track’ maths via maths consultant: <ul style="list-style-type: none"> CPD for teachers and TAs on the approach needed. White Rose Maths planning (The Mastery approach) RWI training to be delivered in school and remotely to all staff. Access to RWI portal for phonics lessons which can be used in school and links given remotely to support home learning if needed. Jane Considine ‘The Write Stuff’ CPD and implementation to aid with closing gaps in language use and SPAG elements 			
<p>Teaching Assessment and Feedback</p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning.</p>	<ul style="list-style-type: none"> PIRA and PUMA assessments used to identify initial gaps in learning and children’s understanding White Rose maths assessments used to identify gaps Benchmark reading assessment carried out to identify gaps 			

Total Budgeted Cost **£2112**

ii. Targeted Approaches

Desired Outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff Lead	Review Date
<p>High quality interventions – that are rapid, effective and individualised – delivered by teachers and support staff.</p> <p>Children are identified and targeted to receive Reading interventions to close learning gaps due to COVID19</p>	<ul style="list-style-type: none"> Support staff employed in the afternoons to deliver 1:1 and small group phonics, SPAG, reading, writing and maths interventions. Children are identified by class teachers who have significant gaps in their learning and have access high quality interventions All children have access to interventions during the week 			



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Children with increased anxiety due to school closures have access to ELSA.	<ul style="list-style-type: none"> • One member of staff trained to deliver ELSA sessions in school. • Children are identified who are presenting with increased anxiety or who have experienced additional trauma are identified from ELSA sessions. • Learning Lead to provide regular supervision 			
Total Budgeted Cost				£12742
iii. Wider Strategies				
Desired Outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff Lead	Review Date
<p>Learning resources to support home learning.</p> <p>Parents and children have the resources to allow quality learning in the home environment.</p> <p>No families are put at a disadvantage due to lack of learning resources outside of school.</p>	<ul style="list-style-type: none"> • Home learning resource packs created by every teacher to support home learning if there is a period of isolation at home. • Home learning packs delivered to families who do not have access to ICT in the event of a bubble closure. • Stationary provided to identified disadvantaged families to allow home learning. • Oxford Owl online subscription allows RWI books to be read at home and teachers can use these for planning quality reading lessons. • Access to Purple Mash, Oak Academy and a range of reading and spelling interventions 			
All families have access to appropriate ICT to support home learning.	<ul style="list-style-type: none"> • Additional devices provided to families who have no ICT provision at home to support home learning in the event of another lockdown. 			
Total Budgeted Cost				£1761
Total Spend				£16,615