

Captain Webb Primary School

Summary information					
School	Captain Webb Primary School				
Academic Year	2021-21	Total Catch-Up Premium	£29,920	Number of pupils	374

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 from Reception through 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	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 curriculum expectations for the next academic year.</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 coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting quality first teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time

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

Maths	<p>Specific content has been missed for some pupils, leading to some gaps in learning. 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 is a required focus – to ensure children can recall KIRF facts. This will be monitored very closely through each half term.</p>
Writing	<p>Children have not necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Parents found it difficult to get children to write at length and children didn't receive the experiences which we base our writing on. Grammar and punctuation 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 did not 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, it has been identified that some children are less fluent in their reading and the gap between those children that read widely and those children who did not is now increasingly wide. The bottom 20% of readers require additional support to ensure they achieve ARE</p>
Non-core	<p>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 the curriculum experiences e.g. trips, visitors and powerful curriculum moments. Key skills have been missed in foundation subjects and staff need to be aware of this in order to address this in their planning. We are addressing this through our well planned curriculum</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

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>Reading books need to be quarantined and the library is out of action. Therefore, there is a need to increase the number of books we have available across all age phases to send between home and school.</p> <p>Improve the quality of texts and range of authors that children have access to</p> <p>We need to focus on a love of reading to improve outcomes for pupils and to engage and motivate pupils to become passionate about reading. This is particularly true of the bottom 20% of pupils</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time for subject leaders will be required. Staff meeting time will be allocated so that teachers can identify gaps in the curriculum that have been identified as a result of lockdown</i></p> <p><i>Purchase additional reading books.</i></p> <p><i>Improve book corners</i></p> <p><i>Improve the library and ensure it is fit for purpose</i></p>		<p>SP</p> <p>NM</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Transition support</u></p> <p>For children to be secure and confident about their transition to secondary school. This is essential to ensure children don't dip academically when moving</p>	<p><i>Children to work with the Mental health practitioner linked to the school to ease anxiety over transition</i></p>		<p>DJ</p>	<p>Ongoing</p>
Total budgeted cost				£ 27000

ii Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency, writing stamina and basic English skills.</p> <p>Identified children will have significantly increased rates of mathematics basic skills, reasoning and fluency and additional teaching input will reinforce their application of number.</p> <p>Identified children in the Nursery receive additional support to allow them to be school ready. This will be mainly focused around social and emotional needs. We are currently receiving children who are unable to talk, aren't potty trained and are very immature due to the lack of socialisation and health screening checks that haven't been completed due to COVID</p>	<p><i>Additional TA's to be employed to support children who need support to reach ARE due to lock down</i></p> <p><i>Additional TA's to be employed to support in the Early Years to ensure children are ready to engage in the Reception year when beginning formal schooling</i></p>		SLT	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Intervention programme</u></p> <p>To ensure academic progress isn't hindered due to poor speech and language skills. Staff have identified that the development of speech and language skills have been hindered due to lockdown particularly in the Early years</p>	<p><i>Increased training of staff so they can deliver Speech and Language programmes</i></p> <p><i>The purchase of a Speech and Language program that can be used to assess each pupil aged between 2 and 5 on entry to school. This will be used to identify any concerns at a very early stage so that interventions can start immediately</i></p>		AF	July 21
<p><u>Extended school time</u></p>				
<p>Identified children can access free breakfast club and after school club to ensure parents are able to work and also support parents who are financially struggling to provide food for their children.</p>			SP and FT	Ongoing
			Total budgeted cost	£10,000

Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<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.	<i>Additional online learning resources will be purchased, such as Reading Bugs and TT Rock Stars to support children consolidating learning at home.</i> <i>(£284 TT Rock Stars)</i>		SMT	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.	<i>We have been allocated laptops to support home learning. They are to be used to further support online access to resources for the children accessing extended school time. Time will need to be allocated for a staff member to issue these and take on the admin of recalling and reissuing the devices over the academic year.</i> <i>(Devices FOC)</i> <i>(Set-up time x 1 day £175)</i>		MD MD	Feb 21 Feb 21
<u>Summer Support NA</u>				
Total budgeted cost				£500
TOTAL PROJECTED EXPENDITURE				£42,00
			Cost paid through Covid Catch-Up	£29,920
			Cost paid through school budget	£12,080