



## Covid Catch-Up Premium Plan

### Thorpe Lea Primary School

#### Summary information

<b>School</b>	Thorpe Lea Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£16,500	<b>Number of pupils</b>	195 (Rec – Y6)

#### 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

## Identified impact of lockdown

<b>Maths</b>	<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>
<b>Writing</b>	<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>
<b>Reading</b>	<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</p>
<b>Non-core</b>	<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 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)	Staff lead	Review date?
<u>Supporting great teaching:</u>  Children to become more aware of their place in the world and the way in which they can understand how life develops and the way in which humans can manage these changes. Pupil spiritual development is supported and skills of enquiry and understanding are enhanced.	<b><i>Purchase and implement Discovery RE to support a growth mindset and personal development. Teachers to attend training.</i></b>  <b>(£800)</b>		HN	July 21
<u>Teaching, assessment and feedback</u>  All 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.	<b><i>Additional time for teachers to research and plan and monitor subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></b>  <b>(£215 per day - £3000)</b>		PB/HN	May 21
<u>Transition support</u>  Children who are joining school from different settings or who are beginning their schooling with Thorpe Lea have an opportunity to become familiar and confident with the setting before they arrive.	<b><i>A 360 interactive virtual tour of Thorpe Lea Primary 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 QB.</i></b>  <b>(£600)</b>		JA	Ongoing
<b>Total budgeted cost</b>				<b>£4,400</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Intervention programme</u>  Read Write Inc. training for staff supports identified children in reinforcing their understanding of phonics in Reception, Year 1 and Year 2.	<i>Training is identified and purchased. Staff within phases attend and they are able to deliver the intervention confidently.</i>  <div>(£900)</div>		JH	July 21
			<b>Total budgeted cost</b>	<b>£900</b>

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<u>Supporting parents and carers</u>  Children and families will have continued access to a Home School Link Worker. This will enable parents with greater anxiety towards sending their child in to school the support to promote confidence in getting their child back in to education.  Children will be supported through activities such as drawing and talking to discuss their worries and build resilience to a more challenging world.	<i>Families identified that need support, such as those that were identified as vulnerable during lockdown.</i>   <i>Pupils that have had higher absence rates timetabled for sessions with HSLW and positive links formed with parents to discuss ongoing interventions.</i>  <div style="text-align: right;"><i>(£8320)</i></div>		SS       SS	Oct 21       July 21
<b>Total budgeted cost</b>				<b>£ 8,140</b>
		<b>Cost paid through Covid Catch-Up</b>		<b>£13,440</b>
		<b>Cost paid through school budget</b>		<b>£0</b>