

## Summary information

<b>School</b>	Aston Rowant CofE Primary School				
<b>Academic Years</b>	2020-2021/ 2021-2022	<b>Total Catch-Up Premium</b>	£5360	<b>Number of pupils</b>	74

## 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>	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'. Recall of basic skills has suffered – children are not able to recall mathematical facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.
<b>Writing</b>	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 and spelling as well as stamina 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.
<b>Reading</b>	Children accessed and had opportunities to access 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. Children's ability to decode is better than their comprehension skills and this is something which needs to be addressed widely.
<b>Non-core</b>	There are now significant gaps in knowledge – whole units of work have not been taught or parents have not prioritised in accessing content 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> Teaching staff to have knowledge of communication technology and how to use it.</p> <p>To decrease the need for sharing of physical resources in school across the whole curriculum, especially for focus group teaching.</p>	<p><b><i>CPD training in Microsoft Teams for all teaching staff.</i></b> <b>£250</b></p> <p><b><i>Purchase of class white boards and pens</i></b> <b>£70</b></p>		All teaching staff	July 21
<p><u>Teaching assessment and feedback</u> 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><b><i>Purchase and implement OTRACK. Complete tests and record assessments to identify gaps and track performance.</i></b> <b>£1037</b></p>		HF	Sept 21
<p><u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling with Aston Rowant CE School, having not been in an education setting, have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><b><i>Additional TA support in Reception year to support pupils joining.</i></b> <b>£500</b></p> <p><b><i>Focus groups to support children joining KS2</i></b> <b>£500</b></p>		JC / JW	Ongoing

**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> Identified children will have significantly increased gaps in their learning for English and Maths. Allow them to become proficient learners in the core subjects.</p>	<p><b><i>Daily Catchup phonics groups in KS1 and small group work across KS2.</i></b> <b>£1910</b></p>		Class teachers	July 21
<p><u>Intervention programme</u> An appropriate English intervention, RWI, supports those identified children in reinforcing their understanding of phonics to read accurately and fluently with good comprehension, letter formation and spelling skills.</p>	<p><b><i>An intervention is identified and purchased. Staff within phases are able to deliver the intervention confidently.</i></b> <b>£250</b></p>		AO	July 21
<p><u>Extended school time – lunchtimes</u></p>				

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><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.</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 and negate lack of IT/stationery resources.</p>	<p><b><i>Additional online learning resources have been purchased (TT Rock Stars and Whiterose) to support home learning</i></b></p> <p style="text-align: right;"><b>£267</b></p> <p><b><i>Weekly Home-learning paper packs were printed and ready to distribute for children as required</i></b></p> <p style="text-align: right;"><b>£150</b></p>		HT	July 21  N/A
<p><u>Access to technology</u> Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><b><i>Additional IT equipment to aid effective home-learning</i></b></p> <p style="text-align: right;"><b>£430</b></p>		HF	July 21
<p><u>Summer Support</u> NA</p>				
			<b>Total budgeted cost</b>	<b>£ 5364</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£5360</b>