

Hade Edge Junior, Infant and Nursery School

Catch-up Funding Plan

2020-21

Total Catch up premium = £6,640

Number of pupils = 83

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	
Maths	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 addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. 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.
Reading	We ensured that 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.
Non - Core	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.

Planned expenditure –				
The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)				
Desired Outcome	Chosen Approach and Anticipated Cost	Impact (once reviewed)	Staff Lead	Review Date
Teaching and whole school strategies				
Supporting great teaching: 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.	Allocated staff meeting time for staff to work on Knowledge Organisers and planning appropriate units of work		JK/ GK	Apr 21

Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports strong teaching.	Purchase additional manipulatives for EYFS/KS1 initially		JK / GK	Apr 21
Teaching assessment and feedback Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning. Next steps are carefully planned from this information.	Allocate some staff meeting time each half term to discuss assessments and strategies. Use pupil progress meetings to discuss specific support and interventions for individuals and groups		JK	July 21
Transition support Children who are joining school from different settings or who are beginning their schooling with us have an opportunity to become familiar and confident with the setting before they arrive.	All new starters have the opportunity to have a tour of the school and meet their new teacher and cohort. All are offered the opportunity to spend an induction morning prior to starting. All are offered a peer buddy who spends time introducing them to our school systems and routines.		JK	July 21
Total Budgeted Cost				£1,000
2. Targeted Approaches				
1-to-1 and small group tuition 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 negated. Identified children who have gaps in mathematical knowledge. They will master number bonds, tables and the required processes of place value, addition, subtraction, multiplication and division	ETA contract awarded. Their role is to provide interventions and one to one teaching £4,800		JK / GK	Apr 21
			JK / GL	Apr 21

Intervention programme Appropriate numeracy and reading interventions supports those identified children in reinforcing their understanding of basic maths skills and application of number along with reading fluency.	An intervention is identified and any additional resources purchased. Staff within year groups are able to deliver the intervention confidently (inclusive of entry and exit data). £200		JK	July 21
Total Budgeted Cost				£5,000
3. Wider Strategies				
Supporting parents and carers 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.	Additional online learning resources will be purchased and used, such as Times Table Rockstars will be used to support tables in KS2. Additional resources to support maths mastery will be made by staff and sent home. Microsoft TEAMS will be purchased via a DfE grant to support home learning. (£300).		GK	Apr 21
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.	Books will be sent home so they are able to work. Packs will be made and distributed should they be required.		JK	Apr 21
Access to technology 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.	Microsoft TEAMS purchased with a DfE grant (£1500)		Jk	Apr 21
Total Budgeted Cost				640
Total Budgeted Cost				£6,640

