

## 2020 – 2021 COVID CATCH UP PREMIUM

Summary information					
<b>School</b>	Vicar's Green Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£33,200	<b>Number of pupils</b>	415

Guidance
<p>This document sets out the approach Vicar's Green Primary School has adopted as a response to the Covid-19 pandemic and the impact of lockdown on children's learning and progress. It details how the Government Catch Up funding will be allocated to support this. In line with the government expectations we have made adjustments to both the organisational and logistical aspects of school life. We know that the most effective factor on improving outcomes for our children is quality first teaching, routine and structure.</p> <p>Children and young people across the country have experienced disruption to their education as a result of 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.</p> <p>Teachers carried out informal assessments to establish children's current levels for reading, phonics, maths and writing to identify those children in need of extra support. This showed children's progress has been adversely affected by the school closure and we are working to provide interventions and support to target these children and facilitate a narrowing of attainment gaps.</p> <p>In planning for teaching throughout 2020 -2021, class teachers will refer back to the core learning from the previous year group's Maths and English curriculum and adapt the planning accordingly. Support will be focused on reading throughout the year and TAs will run interventions for vulnerable pupils and additional teachers will take targeted intervention groups in the core subjects. In addition, SLT staff drafted a Recovery Curriculum which focused on the teaching of Key Skills in foundation subjects in order to ensure those skills which would have been taught during the summer term would not be missed out.</p> <p>Whilst some pupils thrived, made the most of the learning opportunities provided during lockdown and are working at an age-related level, we recognise that some children accessed very little if any learning due to lack of parental support. Education may face further disruption as COVID-19 continues and teachers and pupils may become ill and need to isolate and switch to a blended learning or even a remote learning offer. We have included in our plan the measures that will support pupils at home should they need to individually isolate.</p>

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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>

Identified impact of lockdown	
<b>Maths</b>	Children still have an enthusiasm for maths and lockdown has not affected their overall attitude. Whilst all units were covered during the period of lockdown, as these were not taught in the classroom. Hence there was a lack of the concrete and practical stages of learning, which are integral to teaching methods and this may have affected understanding and depth of knowledge. In order to overcome this we will be focusing on problem solving skills and we will be using practical resources to support learning wherever possible.
<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. SPaG specific knowledge has suffered, leading to lack of fluency in writing. Whilst some children will have continued to write, there are those who evidently did not write much and now have the additional burden of a decline in their writing stamina and the resultant impact on their motivation due to the lack of fluency in their ability to write. The absence of classroom teaching has impacted on the children's writing therefore we will be focusing on building their writing stamina through quality first teaching and targeted interventions.
<b>Reading</b>	Whilst children accessed reading during lockdown more than any other subject because is something that was more accessible for families and required less teacher input. However, when in school, our children in KS1 have their reading books changed three times per week and our KS2 children have access to high quality texts in the classroom and in our library; both key stages have lost these important aspects of their access to reading materials. As a result of lockdown children are less fluent in their reading and the gap between those children who read widely and those children who do not is now increasingly wide. In addition, for many pupils the time spent at home may have impacted on their fluency and the development of their vocabulary; this is particularly true for the younger pupils and those from non-English speaking families.

<b>Non-core</b>	Whole units of work have not been directly taught in school therefore we drafted a Recovery Curriculum which focuses on the Key Skills thereby ensuring children would be able to access pre- requisite knowledge when learning something new and able to make connections between concepts and themes throughout the curriculum. Children have inevitably missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.
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**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools)

<b>Teaching and whole-school strategies</b>			
<b>Desired outcome</b>	<b>Chosen approach and anticipated cost</b>	<b>Monitoring</b>	<b>Impact (once reviewed)</b>
<p><u>Intervention and booster groups for Maths and English</u></p> <p>A. <u>Autumn Term Year 6</u> Small group work with an experienced teacher to supplement current learning, accelerate progress and increase confidence in both subject areas. Focus on problem solving in maths; reading skills and build stamina in writing.</p> <p>B. <u>Spring and Summer Term Year 6</u> Reading, writing and maths targeted sessions for small groups to supplement current learning, accelerate progress and increase confidence.</p> <p>C. <u>Spring and Summer Term Year 5</u> Small group work with an experienced teacher to supplement current learning, accelerate progress and increase confidence in maths. Focus on problem solving skills and the supplementing of knowledge through targeted teaching.</p> <p>D. <u>Spring and Summer Term Year 5</u> Small group work sessions to support reading and writing.</p> <p>E. <u>Additional Phonics Group Key Stage 1</u> Small group work with targeted pupils to offer additional support with phonics.</p>	<p><b><i>Teacher to take small group sessions throughout the day for interventions/booster.</i></b> <b>£12,800</b></p> <p><b><i>TA to take small group sessions throughout the day for interventions/booster.</i></b> <b>£2,400</b></p> <p><b><i>Teacher to take small groups for additional work on phonics</i></b> <b>£2,500</b></p>	<p>Termly pupil progress meetings</p> <p>Teacher / TA intervention monitoring sheets</p> <p>Termly pupil assessments</p>	

<p><u>Tutoring programme for KS1 &amp; LKS2:</u></p> <p>Select individual pupils who have been negatively impacted by the school closure who will benefit from personalised learning programme. Pupils will be able to work from starting point and pace that is suited to their individual needs, therefore enabling their accelerated progress.</p>	<p><b><i>Tutor employed directly by the school for delivery of small group tutoring</i></b></p> <p><b>£15,500</b></p>	<p>Pupils' attainment to be reviewed at termly pupil progress meetings</p> <p>Termly pupil assessments</p>	
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<p><b>Total budgeted cost £33,200</b></p>
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