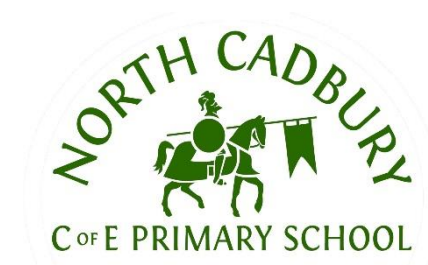


Covid-19 Catch-Up Premium Plan

North Cadbury C of E Primary School



Summary information

School	North Cadbury C of E Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£6,080	Number of pupils	76

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.

We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery.

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.

Aim

At North Cadbury C of E Primary School we are committed to ensuring the recovery of the education for the children within our setting. Our teaching team will support pupils in line with the guidance on curriculum expectations for the next academic year. To ensure that we make the best use of the funding our SLT (Senior Leadership Team) have consulted external documentation such as those published by the Education Endowment Fund or EEF e.g. 'COVID 19 Support Guide for Schools' and 'A Tiered Approach to 2020-21'.

Additional Barriers & Considerations ...

- 1) Children's opportunity to continue to attend school with possible further interruptions and consistency due to further COVID outbreaks
- 2) Full attendance for individual children due to the nervousness of individual families
- 3) The gap between families which was present before COVID 19 has now increased. Vulnerable families are more vulnerable and the inequality of opportunity has increased
- 4) Although we have all experienced the pandemic, the journey that we have had through it will be very different
- 5) As yet we do not know the full fallout for families e.g. the impact of local redundancy and job losses
- 6) Identifying too many areas to focus on and not being focused to the main areas that need addressing within our school
- 7) Implementing the new approaches in the midst of routines that are already embedded within the school
- 8) Change will be very difficult to sustain if the workforce within school become sick. Additional adults might then be reassigned to allow school to simply remain open and functional



Identified Areas of Need ...

For all subject areas there will be additional targeted tuition for any child whose learning has been affected by Covid-19 and where we know that there have been missed learning opportunities.

Reading	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, some 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 affected.
Writing	Across all year groups children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills, and therefore are less fluent. 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. In KS1 vital phonics skills have been forgotten and this is a specific focus area for Year 1 children who did not get to embed their EYFS learning.
Maths	In KS1 some 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'. In KS2, some 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.
Foundation Subjects	Some children now have gaps in their knowledge as whole units of work have been set for family/home learning and have been explored and taught at very different levels across families. Children have also missed out on curriculum experiences such as trips, visitors and powerful curriculum moments. This has affected our lower income families in a much more disproportionate way.

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i. Teaching and Whole-School Strategies	
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Desired Outcome: At North Cadbury C of E Primary School it is our aim that all children will meet their end of year outcomes despite the interruption of Covid-19 and that no child will be left behind.
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Chosen Approach:		Impact (once reviewed)	Staff Lead	Review
<u>Supporting Great Teaching:</u> All subjects will be planned with increasing detail and consideration for how gaps in knowledge and/or fluency can be addressed. For Foundation Subjects additional consideration will be given to pre-requisite knowledge, which will be taught alongside new learning so that knowledge gaps can be reduced.	<i>Additional time for teachers to research and plan non-core subjects.</i> <i>Release time and additional cover will be required to facilitate the additional PPA.</i> <i>Additional adult support in class to facilitate smaller group work and interventions to ensure that every child has adequate support.</i>		LT/LM	Feb 21 Feb 21
<u>Teaching Assessment & Feedback:</u> Teachers have a very clear understanding of where the gaps in learning remain and use this to inform additional support groups, thus ensuring that children are set up to meet their expected end of year outcomes.	<i>Additional classroom based support to target gaps in learning identified through testing.</i> <i>Complete half-termly/termly tests and analyse assessments to identify gaps in learning and action them.</i>		LT/LM	July 21
ii. Targeted Approaches				
<u>1:1 & Small Group Tuition</u> Identified children will have significantly increased rates of reading fluency and prosody. 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.	<i>Additional release time to support reading fluency.</i> <i>Additional classroom support to ensure that children are able to read more frequently to an interested adult in school. This will be targeted at our bottom 20% of readers.</i>		ALL STAFF	Feb 21 Feb 21

