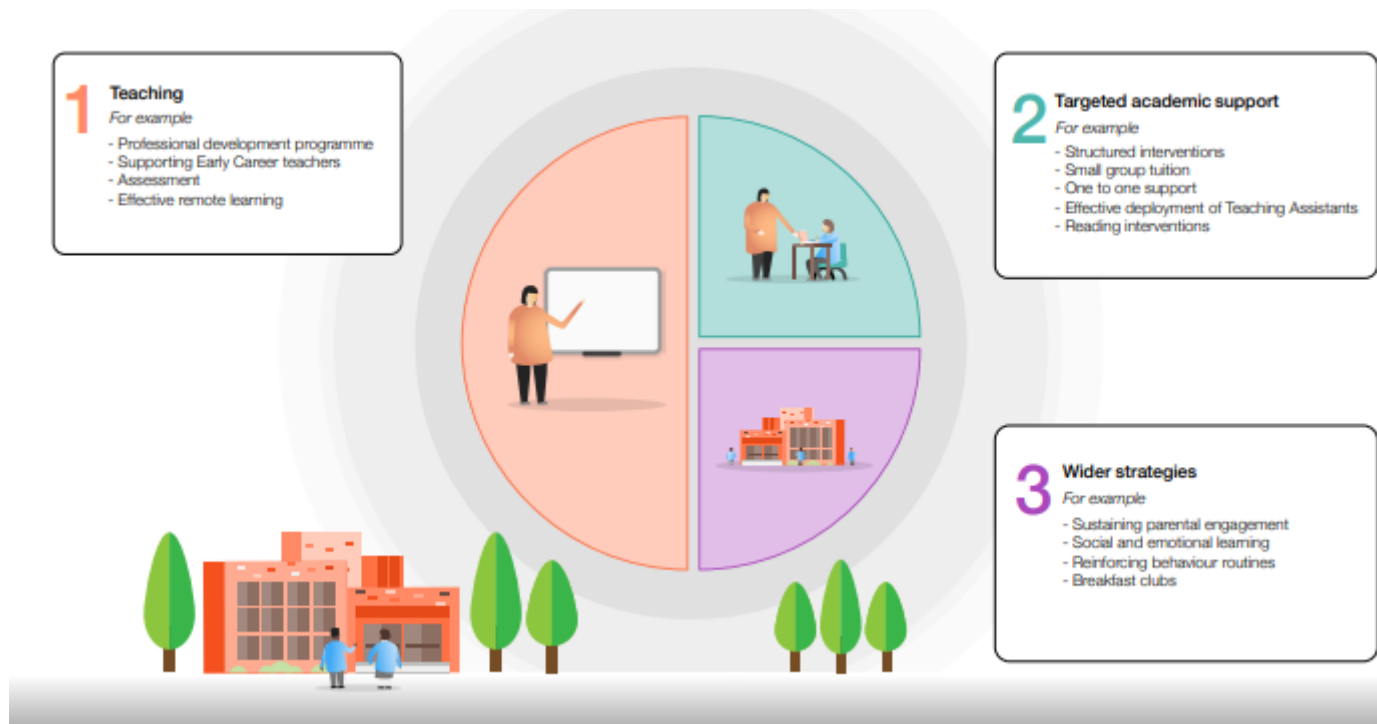




## St Erme with Trispen Catch up Premium plan

Summary Information					
School	St Erme with Trispen				
Academic Year	2020-2021	Total Catch-Up Premium funding		Number of pupils % Disadvantaged:	143 x

Guidance	
<p>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.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 per pupil.</p> <p>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</p>	
Use of Funds	EEF Recommendations
<p>Dfe guidance states 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 <u>curriculum expectations for the next academic year</u>.</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 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.</p>	<p>We adopted the proposed tiered model that focuses upon:</p> <ol style="list-style-type: none"> <li>1. High-quality teaching</li> <li>2. Targeted academic support and</li> <li>3. Wider strategies</li> </ol> <p>Many of the featured approaches supported by the best available evidence are already familiar to us and link well to our Pupil Premium action plan.</p>



The school has identified three aspects to categorise the impact of school closures on learning. These are:

- ☐ Missed learning
- ☐ Lost learning
- ☐ Rusty learning

**Missed Learning:** These are the planned learning elements that the children did not do. It is crucial to identify these missed learning opportunities so that class teachers can factor this into their planning, and ensure discrete teaching in these areas takes place.

**Lost learning:** This category is for learning that had taken place, but was not secured into long-term memory sufficiently enough and, as a result, has been lost. This area is being targeted through small group intervention work.

**Rusty learning:** This often relates to quick recall of key facts, and is evident in the children's ability to recall their sounds to support them to read and spell, their handwriting skills and Maths fluency. Key skill sessions have been timetabled in daily to help children rebuild these skills quickly

Identified impact of lockdown	
<b>Maths</b>	Some children have missed specific content, leading to gaps in their learning. Children still have an enthusiasm for maths and lockdown has not affected their attitudes however, recall of basic skills has suffered – some children are not able to confidently recall key number facts, times tables and have forgotten once taught calculation strategies.
<b>Writing</b>	Children have lost some fluency in their 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. Work will also need to be done on spelling, SPAG and handwriting.
<b>Reading</b>	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 increasing. Not all children accessed daily phonics during lockdown and there are gaps in their phonemic knowledge and ability to segment and blend – especially in the reception year.

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				
Chosen approach	Desired outcomes	Impact (once reviewed)	cost	
Remote learning resources	Ensure that our remote learning offer suits all learners and that it is accessible to all through paper booklets, online tools for recording and access to devices			
CPD for staff – curriculum development	To empower our staff to enable them to deliver the best teaching to our children			
Read Write Inc	Quality first teaching. Precise teaching of phonics and reading and improved reading outcomes		£5927	
Intervention: booster groups	Pupils who need targeted intervention are supported by a known teacher. Children below ARE are given opportunity to catch up with targeted interventions – improved outcomes for pupils			
Purchase maths manipulatives	to develop and support mastery maths			

ii. Targeted approaches				
Chosen action/approach	Desired outcomes	Impact (once reviewed)	Cost	Review date
1-to-1 All our bottom 20% readers read (at least 3 times a week) on a 1:1 basis	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			
1-to-1 RWINC intervention	Identified children have individual 1 to 1 daily 10 minute phonics sessions			
Small group work Small group work with teacher support, working with high quality writing stimulus and focusing on vocabulary and sentence structures	Identified children require support in moving reading into writing. They will have widened their vocabulary and started to reflect this in their writing			
Small group work Small group/individual support addressing individual misconceptions with a focused and personalised maths intervention	Identified children require support in maths – calculations and number systems. They will have secure knowledge and start to use this in problem solving.			

iii. Wider strategies				
Chosen action/approach	Desired outcomes	Impact (once reviewed)	Cost	Review date
Supporting parents and carers Use of programmes such as TT Rockstar's and Seesaw to be used to	Children will have greater opportunities to access learning at home. Home-learning opportunities will not always	.	£107	

support learning whilst children are at home (already allocated funding above)	require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning			
'Here I am' recovery programme	Children supported to re-establish connections with peers and staff and develop their wellbeing and self-worth		£90	
Total budgeted cost			£	