2020 - 21

Catch-up Funding
Covid 19 Premium Allocation

FRITTENDEN CEP SCHOOL

Details of our provisional allocation can be found at Catch-up premium: coronavirus (COVID-19) - GOV.UK (www.gov.uk)

Total amount £7760 based on 97 pupils at £80.

At Frittenden CEP School, catch up funding will be used in order to provide:

- Curriculum resources and materials that support "catch up" and mental health of pupils.
- Additional support staff to develop the outcomes of children who have been identified as needing "catch up" in their learning.

There are two broad aims for "catch up" at Frittenden CEP School:

- Ensuring that pupils are making good progress in their learning and are attaining in line with their starting points.
- The mental health needs of pupils are met and supported by the school.

Catch Up at Frittenden CEP is (For all children)

Focus on consolidation of basic skills.

- The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.

Additional lesson time on core teaching.

- Reading, writing and maths teaching may require increased teaching time in order to cover key performance indicators and ensure that pupils are ready to progress. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days.

Particular focus on early reading and phonics.

- This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.

Assessment of learning and of basic skills to identify major gaps.

- Teachers will work to identify gaps in learning and adapt teaching accordingly.

Time spent on mental health, wellbeing and social skills development.

- This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months. (For some children)

Additional support and focus on basic core skills.

- Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.

Additional time to practice basic skills.

- This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

Catch up IS NOT:

- Cramming missed learning
- Pressuring children and families into rapid learning
- Teachers time spent highlighting missed objectives
- Teachers time spent ticking off assessment points and extra tracking

Use of Funds	EEF Recommendations
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.	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	During the initial lockdown children were given the opportunity to consolidate areas of mathematics that they had previously been taught: however, this has impacted on pupils ability to apply mathematical understanding in different contexts. Pupils are not able to use reasoning skills and apply concept for solving problems how we would expect them to for their age. 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	Not all children have practising writing or applying associated skills. This is the area most affected by home schooling: writing was one of the most difficult things for parents to support at home. GAPs specific knowledge has suffered, leading to lack of fluency 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.

Reading	Children accessed reading during lockdown more than any other subject: however. 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. It is not possible to catch-up the missed curriculum (three terms of learning for some children), therefore it is important to consider the skills and knowledge that were not covered and use this to plan and sequence the curriculum to effectively support the children moving forward. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.
Emotional Well-being	Children's experiences from March will have varied dramatically: we are aware of many of the adverse experiences but the impact of these may not be seen initially: we must remain vigilant and be prepared to support children's emotional and mental wellbeing.

Summary Information					
School	Frittenden CEP School				
Academic Year	2020 - 21	Total Catch-Up Premium	£7760	Number of pupils	97

Reading									Writing									Maths								
Term 3 2019/ 20			Term 2 2020/ 21			Term 5 2020/ 21			Term 3 2019/ 20			Term 2 2020/ 21			Term 5 2020/ 21			Term 3 2019/ 20			Term 2 2020/ 21			Term 5 2020/ 21		
			Yr	EXS	GDS	Yr	EXS	GDS				Yr	EXS	GDS	Yr	EXS	GDS				Yr	EXS	GDS	Yr	EXS	GDS
Yr	EXS	GDS							Yr	EXS	GDS							Yr	EXS	GDS						
EYFS			1	63	35				EYFS			1	36	36				EYFS			1	63	27			
1	83	33	2	69	15				1	79	33	2	62	15				1	92	17	2	69	8			
2	75	8	3	50	0				2	58	0	3	25	0				2	67	8	3	50	0			
3	76	8	4	47	7				3	76	0	4	40	0				3	85	0	4	53	0			
4	58	33	5	61	15				4	57	21	5	38	14				4	57	21	5	46	14			
5	65	13	6	63	31				5	63	0	6	38	0				5	75	0	6	38	0			

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?**
<u>Improve teaching and learning:</u> Teachers will have planned cohesive series of lessons building on existing knowledge ensuring that pupils are taught the required skills to make progress. Teachers will have the confidence and skills set to ensure that pupils are taught effectively using quality first teaching Stamina in writing will increase and pupils will be able to write independently for longer periods. Handwriting will be cursive from Year 1: handwriting will be uniform and formed of consistently sizes letters. Pupils in Year 1 and EYFS will be at the appropriate phonic stage for their age. Number, place value and all four operations will be reviewed and rehearsed: children will have a firm understanding of the fundamentals. Use WRM scheme and linked books to ensure coverage of objectives and that pupils are deepening their understanding of mathematical concepts Subject leads to undertake monitoring of maths and English to support teachers in delivering best practice	Time to assess and adapt planning to fit the needs of the pupils Identify CPD that is relevant to teachers requirements. Share Mainstream Core Standards. Implement short writing activities linked to targets: x 3/ 5 a week (15 - 20minutes) Handwriting practice from year 1 – 4: moving towards fully cursive in year 2. Assess phonic stage and group pupils accordingly. Daily phonics using letters and sounds Use Bug Club/ Collins books Year R – 2 which are linked to phonic stage. £758 (£126 per term) Use fluent in 5 / Mymaths and TT Rockstars/ Numbots to aid fluency in times tables and arithmetic MM £330 (£55 per term) TT/Num £140 (£23.30 per term) Manipulatives to support mathematical teaching £400 Use WRM scheme and linked resources. £650 (£108 per term) Release time to support: x 3 days for each teacher. £1200 (400 per season)		SH – maths ER – English SF/ VC – Phonics NC – monitor data and Q of T&L	T2 T4 T6

Teaching assessment and feedback 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. Low risk assessment: Use of low risk assessment during teaching will give pupils increased confidence to take part: enabling misconceptions to be identified and addressed. HT to investigate Mike Chiles work on effective assessment and feedback * The Craft of Assessment / Feedback Pendulum Pupils know what stage they are at and they know what they need to improve and how.	PIRA, WRM, independent writing task to be implemented with resulting gap analysis and action plan to address gaps in knowledge. £216 (£18x6) x2) Multiple choice questions and other strategies. HT to purchase books £20 Teachers to use whole class feedback and individual feedback where necessary.		Class teachers NC to monitor data and SEN	T2 T4 T6
			Total budgeted cost	**3714**

i. Targeted approaches				
Desired outcome	**Chosen action/approach**	**Impact (once reviewed)**	**Staff lead**	**Review date?**
1-to-1 and small group tuition 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.	UKS2 teachers to use Reading Theory and Vipers to improve reading strategies and comprehension skills. Use Building Reading Stamina to help speed up decoding and understanding of those not reading at chronological age.		NC to monitor data SENCo	T2 T4 T6

Identified children will have significantly increased rates of mathematical fluency. They will have made gains in their understanding and mathematical age. They will be confident in their approach to maths.	Implementation of small group interventions: 1st class at number, Talk 4 Number and Success @ Arithmetic Teachers to use RtP criteria: pupils who have not met these to have further input. £2800 (£1400 per term) for Summer Catch-up. Employ a teachers on a spot salary to deliver interventions for a 10 week period with identified children.			
<u>Intervention programme</u> Interventions such as NELI (Nuffield Early Literacy Intervention) are used in EYFS to improve language acquisition	An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data). £795 for training and resources (£132.50 per term)		JW to lead NC to review data and impact	
			Total budgeted cost	**3595**

i. Wider Strategies				
Desired outcome	**Chosen action/approach**	**Impact (once reviewed)**	**Staff lead**	**Review date?**
<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.	Additional online learning resources will be purchased, such as Bug Club, Mymaths and TTRockstars to support children's reading and maths at home. Likewise, Sir Linkalot has been purchased so that children can practise spellings at home. £147 (£24.50 per term)		NC CT to implement use of resources	T2 T4 T6
<u>Social and Emotional Well-being</u> Children to be settled in school: emotional well-being is catered for. Zones of regulation is implemented ensuring	Teachers to implement Zones of Regulation in class and this approach is uniform across the school with			

children are able to self regulate emotions and have greater autonomy over their feelings.	commonality of language use and resources across the school. £90 (£15 per term) Fegans counselling service for children who have been adversely affected by lockdown and the pandemic. £167			
			Total budgeted cost	**404**
			Cost paid through Covid Catch-Up	**7713**