



# Sutton in Craven C.E (V.C) Primary School

*Flourishing together, in the love of God, to live life in all its fullness.*

## Catch Up Plan 2020- 2021



Summary information					
<b>School</b>	Sutton in Craven C of E VC School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£9280	<b>Number of pupils</b>	113

### 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	EEF Recommendations
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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

<b>Maths</b>	Recall of basic skills and facts – fluency in Maths. Confidence and stamina in problem solving and reasoning.
<b>Writing</b>	Stamina for writing and grammatical control.
<b>Reading</b>	Fluency in reading for early readers and inference and critical analysis skills for fluent readers.
<b>Non-core</b>	Missed curriculum and enrichment experiences e.g. trips, visitors and powerful curriculum moments.
<b>EYFS</b>	Oracy and phonics

#### **ADDITIONAL BARRIERS**

- Stability in staffing due to absence related to Covid 19
- Appropriate and safe 'space' for additional sessions
- A lack of structure has led to lower concentration levels for some pupils
- Physical layout of classroom
- Resources for learning
- Marking – assessment for learning
- Anxiety

#### **External barriers: (issues which require action outside school such as home learning environment and low attendance)**

- Anxiety around the pandemic and safety in school could lead to low attendance.
- Time spent on core areas and specialist support for phonics and calculation.

**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?
<p><u>Supporting great teaching:</u></p> <p>Additional online programs purchased to aid planning and delivery such as rising stars reading planet, test base, classroom secrets, white rose maths premium resources, White rose maths booklets</p> <p>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 development. Purchase additional materials as needed to allow for class sets or individual sets.</p>	<p><b><i>Teachers will use these resources to support quality first teaching addressing misconceptions within lessons and through same day intervention.</i></b></p> <p><b><i>Phonics and reading catch up training for support staff</i></b></p>		<p>Class teachers</p> <p>Class teachers</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>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.</p> <p>Purchase and implement new assessments (Rising Stars National Test style Standardised assessments) along with gaps analysis to inform next steps for teaching and learning as well as targeted and specific intervention PIRA – Reading PUMA – Maths and GAPS – grammar, punctuation and spelling</p>	<p><b><i>Complete termly tests and record assessments on MARK to identify gaps an on Insight to track performance. Provide APP(assessment, planning and preparation) time for staff to input scores and analyse gaps and plan interventions to support catch up and progress.</i></b></p>		<p>Class teachers and HT (assessment lead)</p>	<p>July 21</p>
<p><u>Whole school approach to the teaching of writing</u></p> <p>To build capacity and sustained improvement in writing across school to ensure rapid progress by implementing the 'Talk for writing' approach.</p>	<p>T</p> <p>his includes training and consultancy support for teachers and English Lead</p>		<p>Class teachers, English Lead</p>	
<p><u>Provision in Early Years</u></p>			<p>EYFS Lead and HT</p>	

<p>To improve the quality of resources and environment of Early years to ensure that all children have opportunities for high quality interactions through play.</p> <p>Purchase resources and support for Early Years teams</p>	<p>Staff will use support (consultancy), training and resources to ensure children in Year 1 catch up on missed learning opportunities and experiences from previous lockdown.</p>		<p>EYFS Class teachers</p>	
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ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Implement the Nuffield Early Language Intervention (NELI) Programme. This is a programme to improve the language skills of reception age children who need it most. It includes additional targeted support for oral language. NELI involves small-group and one-to-one language teaching sessions for reception age children identified as needing targeted language support.. In order for NELI training to be accessible across England in a socially distanced and self-paced manner, an online training model has been developed.</p>	<p><i>Due to space limitations 1:1 and small group tuition is limited though it is happening within class bubbles. TAs to lead small group work outside class and one teacher to lead small group maths booster class with Year 4 and a small group of Year 6 (more able) for SPAG after school.</i></p> <p>Children who would benefit from NELI are identified by an initial app-based assessment of pupils' oral language, called <i>Language Screen</i>. The intervention is delivered over 20 weeks by trained school staff, such as a teaching assistant</p>		<p>LH and RR</p> <p>SD with TA's</p>	<p>Feb 21</p> <p>Feb 21</p>

iii. 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.  Children have access to appropriate stationery for learning as per risk assessment.	<b><i>Additional online learning resources will be purchased, such as online PE lessons to support children learning at home. This will link to other online resources already purchased and budgeted for as part of batch up funding.</i></b>  <b><i>Stationary packs for individual children in school distributed accordingly.</i></b>		All staff	Feb 21
			All staff	Feb 21
<u>Access to technology</u>  Ensure teachers and staff are appropriately training to teach remote learning in case of closure  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.	<b><i>Staff training on class notebook and Microsoft Teams</i></b>  <b><i>All staff have laptops purchased during first lockdown. Purchase visualiser apps for c touch and I pads.</i></b>		Class teachers	Feb 21
				Feb 21
			<b>Cost paid through Covid Catch-Up</b>	<b>£9,280</b>
			<b>Cost paid through charitable donations</b>	<b>£</b>
			<b>Cost paid through school budget</b>	<b>£35</b>
				<b>£9315</b>