



# Catch-Up Premium Plan

## Blue Sky Federation

Summary information					
<b>School</b>	Blue Sky Federation – Erpingham & Northrepps Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium - EPS</b>	£4320	<b>Number of pupils</b>	54
	2020-21	<b>Total Catch-Up Premium - NPS</b>	£2720	<b>Number of pupils</b>	34

### 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
<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 – Red = how we mitigated for this during Spring 2021 lockdown

<p><b>Maths</b></p>	<p>Specific content has been missed, leading to gaps in learning. Children have continued to practise key skills in maths during lockdown – such as times tables – as Sumdog etc. was easily accessible. Assessments and question level analysis show that children have lacked practise in problem solving and reasoning.</p> <ul style="list-style-type: none"> <li>● We have provided daily WRM learning sessions incorporating videos and worksheets, these have meant no specific content has been missed</li> <li>● Daily zoom sessions for KS2 have included some additional practice of key skills</li> <li>● Parents have fed back work to teachers who have been able to make assessments and adapt work provided as necessary.</li> </ul>
<p><b>Writing</b></p>	<p>Many of our families included lots of writing in their home learning and so children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. 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. There are also identifiable gaps in phonics knowledge and spelling patterns.</p> <ul style="list-style-type: none"> <li>● Daily Zoom sessions for KS2 have provided key skills practice and writing tasks</li> <li>● KS1 sessions have provided opportunities for writing as well as phonics sessions (4 x per week)</li> <li>● There has been more onus on parents to send work into teachers who have been able to provide feedback and make suggestions regularly</li> <li>● Writing has been topic based as it would be in school</li> </ul>
<p><b>Reading</b></p>	<p>Phonics assessments have shown that children have not made sufficient progress in this area. This is especially true in Key Stage 1 although also for some KS2 children. KS2 children have also missed specific content on spellings which means that some children are behind in this area. Children who enjoy reading at home have continued to do so but some children haven't read at all which has impacted on their fluency, comprehension and vocabulary extension.</p> <ul style="list-style-type: none"> <li>● Phonics sessions have been shared (4 x week) with all children to ensure coverage and practice</li> <li>● Children needing additional support have been offered phonics interventions at home (via Zoom) or in school</li> <li>● Those children in school have read daily to an adult</li> <li>● Zoom sessions have involved key texts and reading comprehensions to ensure all children practice skills</li> <li>● Parents have been able to bring books back to school to swap, using the phonics books purchased with catch-up funding</li> </ul>
<p><b>Non-core</b></p>	<p>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. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. We have found that those children joining us this year have missed out on opportunities to talk and to develop the social skills needed in school. We also need to provide support for SEMH needs in both children and families.</p> <ul style="list-style-type: none"> <li>● Curriculum coverage has continued this time and Zoom sessions/videos have been used to introduce curriculum content as in class</li> <li>● Teachers have continued to cover all areas of the curriculum e.g. Science, MFL, Art and Music as part of the main topic</li> <li>● Regular opportunities have been provided for all children to talk in Zoom meetings to maintain links</li> </ul>

**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>The gaps which children have in phonics knowledge will be addressed through specific teaching, reinforced with reading books targeted at children's specific areas for development</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 learning and understanding</p>	<p><b>Purchase of Phonics books from the ORT scheme to be used with children across the school as necessary</b>  <b>(EPS – £437.48)</b>  <b>(NPS - £437.38)</b></p> <p><b>Purchase additional Numicon to be used in KS2</b>  <b>(NPS - £215.90, 5 sets @ £43.18)</b></p>		<p>ES</p> <p>KM</p>	<p>April 21</p> <p>April 21</p>
<p><u>Teaching assessment and feedback</u></p>	<p>Our current assessment systems provide good data and QLA means teachers are using these assessments for future planning. Time for assessments can be allocated from existing support staff time.</p>			
<p><u>Transition support</u></p> <p>Children moving into the school from preschool settings gain the opportunities needed to develop their social skills and language as a basis for Literacy work throughout the school</p>	<p><b>Develop the outdoor areas at both schools so that their resources support the development of social skills, language and communication</b>  <b>(EPS - £400)</b>  <b>(NPS - £300)</b></p>			
<b>Total budgeted cost</b>				<b>£1790.66</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Small group support</u> All children in class will be supported according to their need within whole class sessions – includes GDS as well as WTS	<b>Existing TA will be asked to work additional hours – specifically to support small groups within whole class lessons. 3.5 hours per week for 22 weeks.</b> <b>(NPS - £755.37)</b>		ES/RL	April 21
<u>Intervention programme</u> A teaching assistant will be appointed to deliver specific learning interventions in Numicon and Letters and Sounds (phonics). The impact of these will be assessed in the same way as other SEND interventions. Children with specific gaps in learning will make accelerated progress in these areas.	<b>Teaching assistant appointed on fixed term contract for 22 weeks. 10 hours per week at Erpingham and 6 hours per week at Northrepps. Training to be provided by SENDCo. Scale C, point 3 £9.62 per hour</b> <b>(EPS – £2116.40)</b> <b>(NPS - £1269.84)</b>		ES	April 21
			<b>Total budgeted cost</b>	<b>£4141.61</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting the SEMH of children &amp; families</u> Children and their families have access to more outside activities including gardening and outdoor learning sessions. This will offer opportunities to support them with their mental health post lockdown, reducing barriers to learning	<b>RB and team to develop ideas for gardening on large field at EPS and grass area at NPS. Purchase of plants/resources. LW to cover RB to be able to support at NPS.</b> <b>(EPS - £400)</b> <b>(NPS - £300)</b> <b>(TA support, 2hrs per week across federation = £269.36)</b>		RB/LW	July 21

	<i>Outdoor learning opportunities to be provided at NPS preschool to encourage development of motor skills, communication and emotional literacy (NPS - £269.36, 2 hours per week for 14 weeks)</i>		ES/GP	July 21
<b>Total budgeted cost</b>				<b>1238.72</b>
<b>Total catch-up allocation</b>				<b>7040</b>
<b>Total catch-up budgeted in plan</b>				<b>7170.99</b>
<b>Total additional spend from school budget</b>				<b>130.99</b>