

COVID Catch-Up Premium Plan

Seymour Primary School



Summary information					
School	Seymour Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£39,445	Number of pupils	465

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 curriculum expectations for the next academic year.</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>The EEF advises the following:</p> <ul style="list-style-type: none"> Teaching and whole school strategies Supporting great teaching Pupil assessment and feedback Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> One to one and small group tuition Intervention programmes Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> Supporting parent and carers Access to technology Summer support

Identified impact of lockdown	
Common to all core subjects	Curriculum coverage has been impacted as a result of school closure and some content has not been taught. Children have missed teaching from the Spring and Summer terms 2020. Children starting in Reception have missed pre-school / nursery provision Some content has been taught remotely but perhaps not in as much depth.

	<p>Children starting in Reception have missed pre-school / nursery provision.</p> <p>Children have forgotten some concepts due to the fact that</p>
Maths	<p>Children have not had the ongoing revision and revisit of concepts previously taught so in addition to missing 'new teaching' previous teaching and learning has been impacted</p> <p>It is evident that basic skills have weakened, including arithmetic and number knowledge and this has also impacted on children's ability to problems solve</p> <p>A recovery curriculum (Recovery curriculum map Term 1) Reconnect curriculum map Term 2 Oct 2020 has been designed to simultaneously revisit and 'reboot' previous teaching and learning whilst maintaining the pace needed to catch up with missed learning</p>
Writing	<p>Writing stamina has been impacted and children are less able to maintain the quality, quantity and fluency of their writing</p> <p>Spelling, Grammar and transcriptional aspects of children writing have slipped due to the missed teaching and limited practice of previous learning.</p> <p>Composition skills have been impacted due to missed teaching and are also impacted by children's reduced writing stamina</p> <p>The curriculum has been adapted (Recovery curriculum map Term 1) to revise previous learning and writing ;tools' whilst simultaneously covering aspects of writing teaching that have been missed.</p> <p>Timetable has been adapted to deliver to all children catch up Writing/Spelling skills</p>
Reading	<p>A proportion of children were able to maintain reading during school closure and a proportion of these were able to access comprehension activities.</p> <p>Less able pupils and disadvantaged pupils read less and consequently missed more.</p> <p>Phonics has been impacted due to missed teaching and this was not supported at home due to the specialist knowledge needed to teach phonics.</p>
Disadvantaged pupils	<p>Disadvantaged children participated less in home learning so have more to catch up on.</p> <p>Lack of technological devices and access to internet has been an issue</p> <p>Not all children have the correct environment for home learning</p> <p>Attendance from our disadvantaged pupils is lower than non-disadvantaged.</p>
Children with SEND	<p>Children with SEND have fallen further behind</p> <p>Children with additional needs have had some problems exacerbated e.g. anxiety, behaviours for learning</p>
Children with additional needs	
Non-core	<p>Curriculum coverage has been impacted as a result of school closure and content has not been taught</p> <p>Children have missed teaching from the Spring and Summer terms 2020</p> <p>Children starting in Reception have missed pre-school / nursery provision</p> <p>Children in Yr6 missed key transition units and enhanced transition session to secondary school</p> <p>Whole subjects and 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.</p> <p>The recovery curriculum will prioritise Reading, Writing and Maths in order to address the impact on basic skills. This is needed to enable access to the wider curriculum.</p> <p>The wider curriculum will begin to be taught in October.</p>

Planned expenditure				
Teaching and whole-school strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p>Identify children needing further intervention to address attainment and progress gaps using baseline data and target with: dyslexia gold, 1:1 tutoring, 1 intervention group in Year 3,</p> <p>Identify specific gaps for children who have SEND</p>	<p>Sandwell testing for individual children with SEND</p> <p>Reading intervention - dyslexia gold, small group, individual 1:1 x daily (in addition to 'normal' reading teaching)</p> <p>Implement a programme of Dyslexia Gold for children with SEND who need work on Spelling and Reading</p> <p>0.6 LSA £3,705.59</p>	<p>Whole school reading Autumn 2020 64% on track to be ARE Summer 2021 78.5% at ARE</p> <p>Whole school writing Autumn 2020 47% on track to be ARE Summer 2021 63.5% at ARE</p> <p>Whole school maths Autumn 2020 72% on track to be ARE Summer 2021 79% at ARE</p>	SB	
Reading, Writing and Maths catch up	<p>1 x teacher working 0.5 contract to teach additional needs children in small set September - July</p> <p>£28,514</p>			
<p>Rapidly increase progress of children in Phonics so that 90%+ are working at age related expectations</p> <p>Close the gaps for children who have fallen behind in Phonics</p>	<p>3 x day per half term Phonics lead to assess & group children from Reception to Year 2</p> <p>1 x teacher working 0.5 contract to teach phonics daily to children who are not at age related expectations (1:6) and to deliver 1:1 interventions in the afternoon from 5.9.19 - 8.11.20</p> <p>£4,511</p>	<p>Autumn Reception 40% on track to be ARE Year 1 40% on track to pass phonics screening Year 2 37% on track to pass phonics screening</p> <p>Summer Reception 63% on track Year 1 63% on track to pass phonics screening in December Year 2 92% passed phonics screening</p>		December 2020 February 2021
<p>Prevention of any further gaps in learning forming due to classes of children having to isolate.</p> <p>Implementation of Google Classroom</p> <p>Continuation of MYON online reading platform accessible from home</p>	<p>1 years subscription to MYON</p> <p>£2500</p>	Review on an ongoing basis	CC EE	July 2021
Total budgeted cost				38830.59