



# Folksworth Church of England Primary School

## Catch-Up Premium Plan

### Summary Information

<b>Academic Year</b>	2020 – 2021	<b>Total Catch-Up Premium</b>	£8320	<b>Number of Pupils</b>	100
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### 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 £8- 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 2020-2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

### Use of Funds

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.

### EEF Recommendations

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



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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.

- Extended school time
- Wider strategies
- Supporting parents and carers
  - Access to technology
  - Summer support

Identified Impact of Lockdown	
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Attitudes to learning remain good, however, recall of basic skills and number facts have been effected.
Writing	Children were able to continue units of learning, however, stamina for writing has been lost. The high quality of writing has not been sustained during lockdown in many cases and this needs to be revisited. There are also gaps in subject specific knowledge for GPS.
Reading	Reading was more accessible during lockdown, however, children are less fluent in their reading and the gap between those children that read widely and those children who didn't is now increasingly wide.
Non-Core	There are now gaps in knowledge as children accessed units in differing levels of detail. Children are less able to access pre-requisite knowledge when learning something new and are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on curriculum experiences, e.g. trips visitors and powerful curriculum moments.
Access to technology	Overall, there was high levels of engagement during periods of remote learning. However, access to devices proved challenging and required school support through the loan of laptops. There was a need from disadvantage pupils but also from families where parents required devices in order to work so could not give the children the access they needed.



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Planned Expenditure					
Planned Support Strategy	EEF Support Strategy Category	Description of School Level Strategy and Budgeted Cost	Link to School Improvement Plan	Anticipated Timescales	Impact (once reviewed)
Teaching of individual year groups in Reception and Key Stage 1.	Teaching and whole-school strategies - Supporting great teaching	<p>The children in EYFS and KS1 will be taught in smaller groups of single year groups for English and Maths by a qualified teacher across the year. This involves employing a part time teacher for the morning sessions. This will improve the quality of provision for the children and allow the teacher to differentiate and identify starting points more effectively for individual pupils. A proportion of the catch up funding will be used to contribute to the cost of this teacher.</p> <p>£3000</p>	<p>SIP references:</p> <p>2.3 To support pupils in 'closing the gap' following on from the Covid-19 school closure.</p> <p>2.4 Ensuring that children make good or better progress in writing by implementing a clear and consistent approach to the teaching and assessment of writing.</p> <p>2.5 To ensure the consistency of mathematics across the school. Ensuring all children are meeting the non-negotiables agreed in mathematics and have regular opportunities for problem solving and reasoning.</p>	September 2020 - August 2021	
NFER Assessment	Teaching and whole school strategies – Pupil assessment and feedback	<p>Purchase NFER assessment tests to support teachers in making accurate assessments and analysing gaps in learning.</p> <p>£1000</p>	<p>SIP references:</p> <p>2.3 To support pupils in 'closing the gap' following on from the Covid-19 school closure.</p>	June 2021 onwards	
NTP Tutoring	Targeted approaches - One to one	The school will engage a NTP tutor with QTS to deliver targeted tutoring support to	SIP references:	Year 6 September -	



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	and small group tuition	identified pupils through the Unity Schools Partnership. Up to 4 15 hour tutoring blocks to be allocated to each group up in Years 4-6 at a cost of £187.50 for each block  £2000	2.3 To support pupils in 'closing the gap' following on from the Covid-19 school closure.	December 2021  Years 4 and 5 January – March 2022	
Purchase laptops for access to remote learning and online tuition.	Wider strategies - Access to technology	Purchase 10 laptops which can be loaned to pupils for the purposes of accessing remote learning during a period of closure.  £2320	SIP references: 2.1 To implement a broad and balanced curriculum specifically designed to meet the needs of our learners and ensure that it is designed in a stimulating way including hands-on experiences, educational visits and outdoor learning. 2.3 To support pupils in 'closing the gap' following on from the Covid-19 school closure.	Purchase 5 laptops October 2020 and 5 more in April 2020.	