Coronavirus (Covid19) catch-up premium

John Blow Primary School			
Academic Year	2020-21	**Catch-Up premium**	£14640

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.

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.

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.

Identified impact of lockdown	
Maths	Specific content has been missed, leading to gaps in learning. Children still have an enthusiasm for maths and lockdown has not affected their attitudes, however they are 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables etc.
Writing	Children have a 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. This is something that was more accessible for families and required less teacher input and we as a school were able to support parents by providing reading scheme and free reading books. 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.

Planned expenditure				
Teaching and whole-school strategies				
Desired outcome	**Chosen approach and anticipated cost**	**Impact (once reviewed)**	**Staff lead**	**Review date?**
To develop and use close read strategies to improve vocabulary of all identified children	*Additional time for teachers to research and plan close reads.* *£600*		English lead	Jan 2021

Targeted approaches				
Desired outcome	**Chosen action/approach**	**Impact (once reviewed)**	**Staff lead**	**Review date?**
<u>1-to-1</u> Identified children will have significantly increased rates of reading fluency. 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.	*All children in KS1 and FS2 to read daily on a 1:1 basis.* *Lowest 20% in KS2 also heard every day 1:1.* *All other KS2 children heard a minimum of once per week* *£5250*		English lead	Jan 2021
<u>Small group work</u> Identified children require support in moving reading into writing. They will have widened their vocabulary and started to reflect this in their writing.	*Small group work (max 1:4) with support teachers, working with high quality writing stimulus, and focussing on vocabulary and sentence structures* *£5000*		English lead	Feb 2021
<u>Small group work</u> Identified children require support in maths – calculations, number system. They will have secure knowledge and will start to use this in problem solving.	*Small group/1:1 with support teachers working on highly personalised maths programmes* *£3290*		Maths lead	Feb 2021

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 Spelling Shed and SumDog, so that children access learning from home £500***		Curriculum lead	Feb 21
			Total budgeted cost	**£ 14640**