



## Catch-Up Premium Plan

### Summary information

<b>School</b>	Grainthorpe Catch-up Premium Plan				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£3,200	<b>Number of pupils</b>	40

### 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

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

<b>Maths</b>	Recall of basic skills has suffered – children are not able to recall addition facts, times tables, place value is less secure and they have forgotten once taught calculation strategies. Specific content has been missed, leading to gaps in learning and stalled sequencing of learning journeys.
<b>Writing</b>	Children have lost essential practising of writing skills. Grammar, Punctuation and Spelling specific knowledge has suffered, leading to a lack of accuracy in writing. Spelling and handwriting have also suffered in addition to a lack of writing stamina.
<b>Reading</b>	Children are less fluent in their reading and the gap between those children that read widely and those children who don't is now wider.  For those in the lower years, there is an evident lack of phonic knowledge, requiring intervention to close the gaps in knowledge.
<b>Non-core</b>	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.

<b>Planned expenditure</b> - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)				
<b>i. Teaching and whole-school strategies</b>				
<b>Desired outcome</b>	<b>Chosen approach and anticipated cost</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Start/Review date</b>

<p><u>Supporting great teaching:</u></p> <p>All children will be able to write confidently and build up their spelling skills</p>	<p>Read Write Inc. Spelling has been purchased as an online resource for teachers to use daily with children. The resource is easily adapted to support remote learning should this be required again. Spelling workbooks have been purchased too</p> <p style="text-align: right;"><b>(£600)</b></p>		AT	Start April 21 Review Sept 21
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in maths learning remain and support the use of White Rose with additional resources including workbooks and equipment.</p>	<p>Our maths teaching has been enhanced with the purchase of workbooks enabling the children to consolidate learning, supporting our quality first teaching. Additional maths equipment ensures Year 3 pupils are supported with the move to KS2 curriculum following limited time in school for Year 2 maths.</p> <p style="text-align: right;"><b>(£700)</b></p>		KC	Start Jan 21 Review July 21
<b>Total budgeted cost</b>				<b>£ 1,300</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Start/Review date
<u>1-to-1 and small group tuition</u>	Identified children will receive 1:1 or small group support depending on need.		RB	Start Jan 21 Review July 21

<p>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.</p> <p>Identified children will have a solid understanding of place value, tables and number bonds as expected for their age.</p> <p>Identified children will be able to spell the word lists relevant to their year group and they will know the relevant spelling rules.</p> <p>Identified children will be able to identify and use the relevant punctuation for their year group.</p>	<p>Programmes such as Power of 2 and Toe by Toe may be used but the children's needs will determine the approach taken.</p> <p>Teaching Assistants will focus on closing the gaps under the close supervision and support of class teachers. Additional IT resource purchased for TA use.</p> <p style="text-align: center;"><b><i>(Cost of staff from main school budget)</i></b> <b><i>(Resources £849)</i></b></p>			
<b>Total budgeted cost</b>				<b>£849</b>

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Start/Review date</b>

<p><u>Supporting parents and carers</u></p> <p>A resource folder pack will be prepared for each pupil containing basic maths equipment, CGP English, Catch-up books for each year group and stationery sets.</p>	<p>Parents have been keen to support home learning but have not always had the resources available. All pupils will now have the go-to pack whenever we require remote learning. The packs can be used for homework so pupils have good resources to support catch-up and keeping up with the year group expectations.</p> <p style="text-align: right;"><b>£1,137</b></p>		AGH	Start Jan 21 Review July 21
<b>Total budgeted cost</b>				<b>1,137</b>
			<b>Total cost</b>	<b>£3,286</b>
			<b>Money from the main school budget</b>	<b>£86</b>