



## COVID-19 catch-up premium report

### Summary Information

<b>School</b>	Denver V C Primary				
<b>Academic Year</b>	2020-21	<b>Total catch-up premium</b>	£8480	<b>Number of pupils</b>	104

### Guidance

What catch-up funding is for?

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable children and those from disadvantaged backgrounds.

The school allocation is calculated on a per pupil basis. Mainstream schools will get £80 for each pupil from reception to year 11 inclusive. Schools will get funding in 3 tranches. Denver V C Primary will be in receipt of £8,480 (106 x £80 based on the number on roll in the January 2020 census). Schools should decide the best way to use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months.

School leaders must be able to show they are using the funding to resume teaching a normal curriculum as quickly as possible following partial or full school closure. Governors should scrutinise schools' approaches to catch-up from September 2020, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

The approaches detailed in this plan supplement school improvement actions and strategies already planned for 2020-21.

## How we will use this funding

We are using this funding for specific activities to support our pupils to catch up for lost teaching over the previous months. 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. We have used this document to help us direct our additional funding in the most effective way.

## EEF Recommendations

The EEF advises the following support strategies:

### Teaching

- High quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

### Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

**Wider strategies**

- Supporting pupils' social, emotional and behavioural needs
- Communicating with and supporting parents
- Supporting parents with pupils of different ages
- Successful implementation in challenging times

Identified impact of lockdown	
Maths	Specific content from the previous year has been missed, leading to gaps in learning. We used Flashback 4 and Ready to progress materials to identify gaps and address them. End of autumn terms assessments showed that interventions were having a positive impact as there was not a significant decrease in the number of pupils at the expected standard for their age. Recall of basic skills has suffered, particularly amongst the vulnerable groups. The most impacted area has been the children's ability to use reasoning to solve problems.
Writing	Children have lost essential writing skills, from presentation through to accuracy of punctuation and grammar. This can be partly attributed to lack of physical writing and the move towards the use of ICT more frequently. Children are struggling to be able to edit and improve work due to different expectations at home from in school. Spelling has been particularly affected with rules being forgotten and not applied in independent work. There is a noticeable lack of fluency and poor writing stamina for a significant number of pupils. In EYFS, baselines have shown that children's physical development skills have been impacted on and this will have an impact on handwriting/writing skills. This is relatable to pupils in KS1, and possibly KS2 pupils, as this would indicate that children have spent less time moving during lockdown.
Reading	Although the impact on reading is not as great as writing, children have read less than they would if they were in school full time and not reading books of a sufficient challenge. Children are lacking discussion skills about texts and this has impacted on their understanding of genre. Phonics has been impacted due to specific content not being taught and an interrupted programme. There are clear gaps in phonics knowledge.
Non-core	There are gaps in knowledge as 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 been affected by lack of access to technical equipment required for some subjects such as DT and science. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

Wellbeing	Wellbeing has been a huge focus throughout lockdown, nevertheless children have been adversely affected by lack of social opportunities with their peers and unable to see their relatives. A number of children have become increasingly anxious, particularly those with ASD who have lost their routine and structures. The longer the period away from school, the more the children, and their families, are suffering.
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Planned expenditure		
i. Teaching and wider strategies		
Desired Outcome	Chosen approach and anticipated cost	Impact
All children in Reception and KS1 reading fully decodable texts linked to their phonics phase. Progress in phonics acquisition and reading improves for these children.	Purchase of new fully decodable texts. £250	
Introduction of new phonics intervention scheme, Rapid Phonics, to help address gaps in phonics knowledge and application.	Purchase of new phonics intervention scheme, Rapid Phonics. £470	
Introduction of new Maths Mastery programme from Y1-Y6. The programme will be able to be delivered effectively in remote learning situations. All children will have a more consistent approach to maths teaching and learning which will help to address gaps.	Maths Mastery scheme implemented across the school. £1000 towards the cost of the new Power Maths resources.	
ii. Targeted approaches		
Desired Outcome	Chosen approach and anticipated cost	Impact
1-to-1 and small group tuition to support the delivery of the reading, maths, writing and phonics interventions to targeted children. Gaps in learning will be	Additional TA hours to run the new phonics interventions and other targeted interventions in school.	

addressed and attainment in these areas will improve.	£4500	
Targeted support for Y6 pupils attending the weekly booster group. The attainment of those identified children improves and effect of lockdown becomes negated. Y6 children are more prepared for the transition to the next phase of their education.	Additional TA to support the weekly Y6 booster sessions throughout the year.  £600	
Twice weekly catch up sessions for targeted children in Y3/4. The attainment of identified children improves and effect of lockdown becomes negated.	Additional TA hours to run catch up sessions for targeted children in Y3/4.  £700	
Twice weekly catch up sessions for targeted children in Y5. The attainment of identified children improves and effect of lockdown becomes negated.	Additional TA hours to run catch up sessions for targeted children in Y5.  £700	
Resources needed to run catch up sessions.	Money to purchase resources for catch up sessions  £260	

<b>iii. Wider strategies</b>		
<b>Desired Outcome</b>	<b>Chosen approach and anticipated cost</b>	<b>Impact</b>
Introduction of Wellbeing Gardening Group to support children struggling with social, emotional and behavioural needs. Smoother transition for these children back into school. Children have dedicated time to address their individual needs in a supportive environment.	TA hours to run the weekly Gardening Wellbeing Group.  Funds to be covered by the Sports Premium.	
New Office 365 Remote Learning Platform to be introduced giving all	All children will have access to Office 365 and Teams for their remote learning.	

children greater opportunities to access learning at home.	Cost to be funded by the Ed Tech programme.	
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