

### Summary information

<b>School</b>	<b>Sutton Park Primary RSA Academy</b>				
<b>Academic Year</b>	<b>2020-21</b>	<b>Total Catch-Up Premium</b>	<b>£15,920</b>	<b>Number of pupils</b>	<b>200</b>

### 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

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.

### 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
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

## Identified impact of lockdown

<b>Maths</b>	Specific content was missed as the children spent much of the Summer term consolidating rather than forging forwards. This has lead to gaps in learning and stalled sequences of learning. The children are keen to learn in maths and their attitudes towards learning in school are strong as they were before the lockdown. They are behind but the gap is not insurmountable. Recall of basic facts has suffered – children are not able to recall their addition facts, times tables and have forgotten calculation strategies that they were able to do independently. We started the term with a clear focus on arithmetic and this is reflected in assessments.
<b>Writing</b>	The significant loss in writing is through stamina and basic writing skills that come with writing frequently and acting on feedback. Punctuation and grammar has faltered which in turn has lead to a lack of confidence and fluency in writing, particularly extended pieces. Those who have maintained writing throughout lockdown are less affected, however those who didn't write much are having to work much harder on stamina and improving their willingness to get their ideas down due to the lack of fluency in their ability to write.
<b>Reading</b>	Children accessed reading during lockdown more than any other although parents did struggle to have the same impact on comprehension progression due to not having the expertise when questioning. Reading was promoted/expected/encouraged in some families more than others and the gap that was already present between the children who do not have the same level of support at home have been affected disproportionately meaning the gap has widened significantly.
<b>Non-core</b>	There are significant gaps in knowledge – whole units of work have not been taught. This has lead to them finding it harder to connect their learning and link concepts to prior knowledge and themes throughout the curriculum. Children have also missed out on a wealth of trips and visits both curricular and residential. These are often key to retaining information and are powerful learning experiences?

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

### i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting great teaching:</u>	Revision guides will be purchased for RWM for Yr6 pupils to ensure they have up to date resources to revise their learning from. <b>(£500)</b>		DS	July 21

<u>Teaching assessment and feedback</u>	Educater refresher training and subscription so all staff can use this software to undertake gap analysis in order to better meet the needs of the children when planning. <b>(£1,918.80)</b> Introduction of Seesaw as an online/remote learning to be used for all home learning but also so remote learning can be as effective as possible in the event of any school closure. <b>(£1,779)</b>		AC  DS	End of each term  Termly
<u>Transition support</u>	A virtual tour of the school is to be recorded and shared on the website so families can see what the school has to offer even if they are not able to visit the site. They will be able to familiarise themselves with the staff and buildings. <b>(£150)</b>		AC	March 21
<b>Total budgeted cost</b>				<b>£4,347.80</b>

<b>ii. Targeted approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<u>1-to-1 and small group tuition</u>	Part time teachers extending their hours to be the known tutors used for targeted catch up interventions. This means we can ensure the quality and learning methodology of school is consistent, front loaded, autumn term only. <b>(£8,986.43) + additional funding from school budget</b>		SC/AC	Dec 20
<u>Intervention programme</u>	Gap analysis through Educater to inform interventions needed.  SEN Assessment Toolkit purchased to assess children who are causing concern and display potential SEN requirements. They will be assessed and a programme of interventions put in place to meet their needs. <b>(£369.77)</b>		AC  JE	Termly  Termly
<b>Total budgeted cost</b>				<b>£9,356.20</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u>	Seesaw as mentioned above. The feedback tool will aid both the children and the parents in ensuring learning is progressing.		DS	Termly
<u>Children's wellbeing</u>	Investing in CPOMS – a whole child recording program that ensures communication is clear and no stone goes unturned in ensuring children's wellbeing is paramount. It will also improve transition communication. <b>(£816)</b> Training a further member of staff in Thrive to increase capacity for 1:1 work with children with emotional needs. <b>(£1,400)</b>		LW/BM	Easter 21
			<b>Total budgeted cost</b>	<b>£2,216</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£15,920</b>