



Selby Abbey CE (VC) Primary School Catch-Up Premium Plan

Summary information					
Academic Year	2020-21	Total Catch-Up Premium: £80 x 342 pupils = £27,360	£6840 First block	Number of pupils	388 (46 in pre-school)
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 are calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years Reception through to Year 6. 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 Targeted approaches ➤ One to one and small group tuition ➤ Intervention programmes Wider strategies ➤ Supporting parents and carers ➤ Access to technology		

Identified impact of lockdown	
Mental health, wellbeing and social skills development	This will be at the core of all catch up work as many children will have not been in the formal school setting for a number of months and may be experiencing a range of issues including those relating to anxiety, self-esteem, loneliness and bereavement. School's SEMH lead will provide general advice and support to staff and tailored support to pupils around specific aspects as necessary.
Maths	Specific content has been missed, leading to gaps in coverage but our assessment shows that the majority of pupils have retained their understanding or the basic fundamentals of the curriculum enabling us to move on as expected. As we follow White Rose Maths, it is easy to identify the missed learning from the previous year. Our planning over the year revisits units of work so any "gaps" will be identified and filled as the year goes through.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Specific knowledge relating to grammar, punctuation and spelling have suffered, leading to 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 extra hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Handwriting was affected during lockdown.
Reading and phonics	Children accessed reading and phonics during lockdown more than any other subject. This is something that was more accessible for families. The gap between those children that read widely and those that don't is increasing and whilst interventions have begun, teacher assessments in December 2020 will further identify those pupils who need additional support to accelerate their progress and close the gap. Appropriate interventions will continue to be put into place / reviewed to meet pupils' individual needs.
Non-core	Due to large areas of the curriculum not being covered last year, there are gaps in children's learning and understanding. As a result of this, key learning has been missed and crucial connections cannot be made as effectively as they otherwise would have been done. Teachers have now adapted the curriculum to give opportunities to revisit some of the planned content although time constraints mean that some topics are not covered as deeply. We are working within the guidance to ensure that excitement and interest for themes is still maintained despite not being able to take part in any off-site visits or host visitors in school.

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
Great Teaching Deep subject knowledge and flexible understanding of the content	Quality First Teaching supported by evidence informed CPD for teachers and support staff including Pedagogical Approaches (Rosenshine's Principles and AfL) Curriculum essentials for Reading, Writing and Maths are identified and taught/revisited across wider curriculum subjects. Training budget - no additional cost to school		SLT Curriculum Leads	April and July 2021
High quality assessment	Termly teacher assessments recorded on Insight – pupil progress meetings used to moderate and support teachers' judgements Phonics screening checks carried out in KS1 No additional cost to school		SLT	April and July 2021
Effective remote curriculum provision	Home learning follows in-school curriculum Quality resources which include video lessons from Oak Academy are signposted to pupils Paper copies of work in packs are sent home to pupils Photocopying costs - from school budget		Remote learning leads	April and July 2021

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
Pupils are emotionally able to learn successfully and develop greater resilience	Tailored support to pupils around specific aspects of SEMH causing difficulties No additional cost to school		SEMH Lead	Monthly
Improved speech and language skills through specialist speech and language therapy sessions	Target pupils to have weekly 1:1 targeted speech and language teacher-led support over 10 weeks Cost: £2,010		Senior Learning Mentor	March and July 2021
Target pupils learning successfully and gaps in literacy, numeracy and phonics closing rapidly across early years and year 1	Additional teacher to lead mentoring and literacy, numeracy and phonics-based interventions 4 days over 15 weeks Cost: £12,060		Early Years Leader	Termly data drop
Target pupils learning successfully and gaps in literacy, numeracy and phonics closing rapidly across year 2	Additional teaching assistant to lead interventions 20 hours weekly over 28 weeks Cost: £5,904 Daily surgery style interventions in writing and maths Daily Project X Code intervention Twice weekly maths intervention focusing on key skills and pre-teaching Holding a sentence writing intervention 4x weekly Additional one-to-one reading support		Assistant Head	Termly data drop

Pupils plug gaps in their learning and reach their end of year targets despite lockdown	Additional HLTA hours to lead interventions linked to classroom teaching 10 hours weekly over 28 weeks Cost: £ 5,750 <u>Year 3</u> Read Write Inc daily for year 3 Daily precision teaching Reading comprehension weekly Handwriting 3x per week <u>Year 4</u> SNIP literacy programme for spelling daily Reading interventions focusing on pre-teaching, comprehension, inference, vocabulary and spelling daily Maths interventions focused on arithmetic, pre-teaching and post-teaching daily <u>Year 5</u> '60 second reads' small-group intervention focused on reading stamina, comprehension and vocabulary twice weekly Small focus group writing interventions on sentence level work, editing and redrafting twice weekly Maths interventions focused on arithmetic, pre-teaching and post-teaching daily <u>Year 6</u> Additional reading interventions focused on comprehension and stamina twice weekly Surgery-style writing in interventions focused on editing and redrafting twice weekly Surgery-style maths interventions focused on arithmetic and problem solving and reasoning twice weekly		Deputy Head & Inclusion Manager	Termly data drop
Be able to use high quality reading books to inspire children's reading	Each year group to purchase high quality reading books for all children to access (£150 each for reception and year 1; £200 for year 2 and £250 each for year 3, 4, 5 and 6) Costs £1,500		SLT	June 2021
<u>Access to technology</u> During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.	Complete digital devices survey and allocate devices from Drax and the DfE according to need Apply for 50 data only SIM cards to boost access for families with limited access to the internet No charge		Senior administrator and ICT leader	February and May 2021
Total budgeted cost				£27,224