

# Catch-Up Premium Plan

Summary information					
School	South Harringay School				
Academic Year	2020-21	Total Catch-Up Premium	96,051	Number of pupils	398

## 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 year's 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
<p>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 <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> 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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>

## Identified impact of lockdown

<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are finding it a challenge to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
<b>Writing</b>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps specific knowledge has 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 additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
<b>Reading</b>	<p>Most children accessed reading during lockdown. This is something that was more accessible for families and required less teacher input. However, children are less fluent and reduced stamina in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected.</p>
<b>Non-core</b>	<p>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 and powerful curriculum moments.</p>
<b>Fitness and Well Being</b>	<p>Many children have missed opportunities for regular exercise. This has resulted in some returning to school less fit than they otherwise would have been.</p>

**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?
<p><u>Supporting great teaching:</u></p> <p>The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p><b><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></b></p> <p style="text-align: right;"><b>(18,318)</b></p>	20% of salary	Ayse	
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><b><i>Purchase and implement the gap analysis assessment suite to accompany our PUMA and PIRA assessment tasks.</i></b></p> <p style="text-align: right;"><b>(£4,178)</b></p>	5% of salary	Kelli	July 21
<p><u>Transition support</u></p> <p>Additional time to support our year 6 pupils who in their transition preparation for secondary school</p>	<p><b><i>Additional learning mentor time booked in the summer term to facilitate Covid safe visits to secondary.</i></b></p> <p><b><i>Additional translation services booked to support parents of children transitioning to understand the process and become acquainted with the new school.</i></b></p> <p style="text-align: right;"><b>(£33,431)</b></p>	40% of salary		Ongoing
<b>Total budgeted cost</b>				<b>55,927</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Extended school time</u> <p>Identified children are able to access a weekly catch-up clubs. The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.</p> <p>Easter school is organised for targeted children to further negate gaps in tehri learning across the core subject areas</p>	<p><i>Teachers are paid for their additional time (outside of dirceetd time) to deliver these focsussed support groups aafter school</i></p> <p><i>Teachers who participate will be paid at the same hourly rate as the afyer school booster clubs.</i></p> <p><i>(£7,720 + £4,196 + £7,200) =£19,116</i></p>	<p>40% Rose Academy  40% School Councillor  Booster sessions</p>		Ongoing
			<b>Total budgeted cost</b>	<b>19,116</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> <p>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.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p><b>Additional online learning resources will be purchased, such as Myon to support children reading at home.</b>  <b>£3,583+£2,750 = £6,333</b></p> <p><i>Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i>  <b>£1,068</b></p>	<p>Ayse  IT software  IT support</p>		<p>Feb 21</p> <p>Feb 21</p>
<u>Access to technology</u>				7,401

<p>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.</p>	<p><b>20 additional iPads and 15 Macbooks were purchased allowing us to distribute more during lock down. They are to be used to further support online access to resources for the children accessing extended school time.</b></p> <p style="text-align: right;"><b>£16,877</b>  <b>X20 Ipads £291.50 =£5,830</b>  <b>15x Macbooks £736.50 = £11,047</b></p>			<p>Feb 21</p> <p>Feb 21</p>
<p><u>Fitness and sports</u></p>				
<b>Total budgeted cost</b>				<b>99,321</b>
		<b>Cost paid through Covid Catch-Up</b>		<b>96,051</b>
		<b>Cost paid through charitable donations</b>		
		<b>Cost paid through school budget</b>		<b>3,270</b>