

Catch-Up Premium Plan Benenden CE Primary School

Summary information																										
School			Benenden Church of England Primary School																							
Academic Year			2020-21		Total Catch-Up Premium					£ 16720			Number of pupils					209								
School Catch-up priorities																										
Reading							Writing							Maths												
Term 3 2019/20			Term 2 2020/21			Term 5 2020/21			Term 3 2019/20			Term 2 2020/21			Term 5 2020/21			Term 3 2019/20			Term 2 2020/21			Term 5 2020/21		
			Yr	EXS +	GDS	Yr	EXS +	GDS				Yr	EXS +	GDS	Yr	EXS +	GDS				Yr	EXS +	GDS	Yr	EXS +	GDS
Yr	EXS +	GDS	EYFS			EYFS			Yr	EXS +	GDS	EYFS			EYFS			Yr	EXS +	GDS	EYFS			EYFS		
EYFS	68	32	1			1			EYFS	64	36	1			1			EYFS	68	32	1			1		
1	73	20	2			2			1	70	20	2			2			1	83	17	2			2		
2	62	10	3			3			2	66	10	3			3			2	66	14	3			3		
3	73	37	4			4			3	53	10	4			4			3	67	17	4			4		
4	70	27	5			5			4	63	17	5			5			4	70	27	5			5		
5	77	26	6			6			5	71	29	6			6			5	71	29	6			6		

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
<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 curriculum expectations for the next academic year.</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 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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology <p>Summer support</p>

Identified impact of lockdown

Maths	During the first national lockdown, the children consolidated the work that they had been previously taught. However, children are showing that they do not have the level of deep learning and understanding of processes that we would expect them to have for their chronological age. In addition, children have not been recalling and remembering knowledge and facts enough and this further hinders their understanding as the cognitive load can be too great.
Writing	Children's stamina for writing has diminished. This is the area most affected by the home learning, where completing writing was one of the more difficult things for parents to support with at home. As a result, some children's writing is behind where they would be expected to be for their chronological age. The children have also not been practising the 'basics' at home, so there are gaps in the children's understanding and application of spelling and grammar rules. This further inhibits the children's ability to write with ease.
Reading	Whilst many children accessed reading at home, the disparity between what children read and how often has created gaps within cohorts. Children currently in Year 1 and 2 accessed online phonics lessons over the period when not in school. While the content was provided, there were different levels of engagement from families. This has impacted on their reading development.
Non-core	The wider curriculum has suffered significantly. Whole units of work have been missed. With children being at home for three terms, in most cases, this meant that the children missed half a year of curriculum study. It is not possible to complete and catch up the missed curriculum. Therefore it is important to consider the skills and knowledge that were not covered and plan and sequence the curriculum in such a way that the children's learning in the wider curriculum can be supported effectively.
Emotional and Wellbeing	Children's experiences from March will have varied dramatically. School are aware of many of the adverse experiences but the impact of these may not be seen initially. Children's return to school has also been incredibly successful and so this may also be masking underlying concerns. It is important to stay vigilant and be prepared to support the children's emotional and mental wellbeing.

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?
Improve teaching and learning strategies to deliver greater impact in the classroom and improve quality first teaching.	<i>Training and delivery of the Teaching Walkthru's coaching/ Peer to peer process for all teachers. £350 training</i>		PG	
Investment in high quality teaching and learning resources to support class teachers planning and delivery of lessons and support ongoing teaching and learning, including potential remote teaching.	<i>Wordshark resources £550 (£91.70 per term)</i> <i>Times table rock stars resources £94.90 (£15.80 per term)</i> <i>Mental health and wellbeing resources £449 (£75 per term)</i>		MD MJ MD	
<p>Additional teaching hours attributed to year groups to support teaching, learning and transition.</p> <p><i>For further information on support offered in Year 1,2,3,5 & 6 see below.</i></p> <p>Y4</p> <p>For all identified children to:</p> <ul style="list-style-type: none"> • develop both reading and spelling skills through Wordshark • diminish gaps KS1 grammar, punctuation and spelling and be introduced to Year 3/4 SPAG • be secure in Place Value and to be able to apply knowledge and skills other concepts • develop age related fluency, confidence and comprehension in reading 	<p><i>Year 1/2 bubble Additional TA hours 5 hours per week. £2940 (£490 per term)</i></p> <p><i>Year 3/4 bubble additional TA hours 5 hours per week. £2940 (£490 per term)</i></p> <p><i>Year 5/6 additional TA hours 1 hour per week £588 (£98 per term)</i></p>		AB AB AB	
Total budgeted cost				£7912

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p>Additional teaching hours to lead small group interventions</p> <p>For all identified Y1/2 children to:</p> <ul style="list-style-type: none"> Develop age related fluency, confidence and comprehension in reading be secure in all five elements of Phonological Awareness (rhymes, sentence segmentation, syllable segmentation, onset/rime, blending/segmenting) be secure in early writing skills, grammar and punctuation. be secure in phoneme to grapheme representation develop early Mathematical concepts, focusing on number recognition and place value up to 100. <p>Y3</p> <p>For all identified children to:</p> <ul style="list-style-type: none"> develop both reading and spelling skills through Wordshark diminish gaps KS1 grammar, punctuation and spelling and be introduced to Year 3/4 SPAG be secure in Place Value and to be able to apply knowledge and skills other concepts develop age related fluency, confidence and comprehension in reading <p>Y5/6</p> <p>For all identified children to:</p> <ul style="list-style-type: none"> develop both reading and spelling skills through Wordshark fine tune spelling, punctuation and grammar and write cohesive, extended sentences using a range of vocabulary and punctuation. 	<p><i>Year 1/2 bubble additional teaching hours 1 hours per week £1050 (£175 per term)</i></p> <p><i>Year 3 Additional teacher 6 hours per week for small group work £6300 (£1050 per term)</i></p>		<p>AB</p> <p>AB</p> <p>AB</p>	

<ul style="list-style-type: none"> • be secure in Place Value and four rules and apply new knowledge and skills to other mathematical concepts • develop age related fluency, confidence and comprehension in reading 	<p><i>Year 5/6 bubble additional teaching hours 2 afternoons per week £4200 (£700 per term)</i></p>			
Total budgeted cost				£11550

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Purchasing additional chrome books to support catch-up interventions	£1200		PG	
Total budgeted cost				£19,462
		Cost paid through Covid Catch-Up		£ 16,720