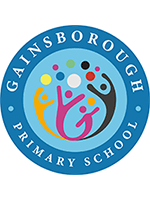
**Gainsborough Primary School COVID-19 Catch-Up Premium Spending: Summary** 

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| SUMMARY INFORMATION | | | | |
| Total number of pupils: | |  | Amount of catch-up premium received per pupil: | £80 |
| Academic Year | 2020-21 | Total catch-up premium budget: | £16,880 |  |

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| 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.  In June, a £1 billion fund for education was announced by the government. The catch-up premium is funded on a per pupil basis at £80 per pupil. This funding is based on the number of pupils in school and does not include Nursery children, meaning that Gainsborough Primary School will be in receipt of £16,880. The school has the job of deciding the best way to spend this money. Before allocating this money, we used the Education Endowment Foundation support guide to investigate evidence-based approaches to catch up for all students. We also spoke to other schools in our federation and in the local cluster of schools to share ideas and to build an evidence base.  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. |

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| HOW WE WILL USE THE FUNDING |
| Schools should use their allocated funding to support pupils with catching up on learning lost as a result of school closures, 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 Catch Up funding, the Education Endowment Foundation (EEF) has published a [Covid-19 Support Guide for Schools](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf) which provides the following suggestions for evidence-based support strategies:  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   We have used our knowledge of the children alongside this guidance to inform our approach to use of the catch up funding. |

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| INDENTIFIED IMPACT OF LOCKDOWN | |
| **Year Group** | **What we notice** |
| Maths | 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 quite simply have large gaps in learning. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. |
| Writing | 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. |
| Reading | Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent 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. |
| Non-core | 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. |

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| **Teaching and whole-school strategies** | | |
| **Desired Outcome** | **Chosen approach and anticipated cost** | **Impact** |
| **Supporting Great Teaching**  Gap analysis of curriculum content covered in maths, science and the wider curriculum identifies essential ‘missed’ learning. Revision of subsequent medium term plans ensures that essential content is planned into subsequent teaching sequences.  Forensic analysis of writing and maths in Year 1 and 2 identifies targets for under-attaining pupils and an action plan to support / achieve this. Additional teaching support enables this to happen.  Weekly SLT / MLT support and opportunities to observe experienced teachers in our own and other settings supports Early Career Teachers to develop their practice following lost opportunities due to school closures. | Release time for senior leaders to undertake this work and meet with teachers to adapt planning with them - £500  Release time and additional teaching support in Year 1 / 2 -£1,500  Release time for senior leaders to undertake this work and meet with teachers / for ECTs to observe other teachers - £1,000  **Total Expenditure - £3,000** | Teachers have identified missed learning and planning takes account of this. Analysis, planning and teaching support have ensured that teaching sequences and pupil targeting are addressing under-attainment. Support and opportunities have ensured that ECTs are making strong progress and provision is protected |
| **Pupil Assessment and Feedback**  Teachers have a clear understanding of current attainment and gaps in learning through purchase and implementation of summative assessments and use to plan sequences of lessons.  Teachers and leaders have a clear understanding of current attainment and learning priorities for each year group through attending Fundamental Check meetings in early November to analyse assessments, plan provision and inform the intervention plan.  Pupils are assessed more frequently and regrouped for phonics. Weekly release for English leader to coach and facilitate phonics lessons, targeting teaching and progress of pupils.  Teachers to PM Benchmark their classes in order to target reading appropriately. | Purchase and implement Rising Stars Reading and PUMA Maths tests - £1,000  Release time for all class teachers to attend Fundamental Check meetings - £1,145  Weekly release time for English leader to facilitate phonics and lead on phonics assessment / interventions - £1,400  Release time for teachers £500  **Total Expenditure - £4,045** | Summative and formative assessment have been triangulated and additional Fundamental Checks have supported teachers when using assessment to identify target children, actions they need to take and their accountability. This work has informed the intervention plan. Regular regrouping of phonics groups has ensured that pupils are being appropriately challenged. The phonics leader has developed teachers’ practice and targeted pupils. Teachers’ PM Benchmarking has ensured that children are reading books at the right level. |
| **Transition Support**  Children who are new to Gainsborough during school closures receive additional welcome, communication and, where possible, an earlier start date than school closures would normally allow. | No additional cost  **Total Expenditure - £N/A** | Children who were new to Gainsborough during school closures have settled into the school well. |

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| **Targeted academic support** | | |
| **Intended outcome and success criteria** | **Chosen approach and anticipated cost** | **Impact** |
| **1:1 and small group tuition**  Every child in Reception to write daily with an adult during the Summer term to accelerate progress  Teachers to lead 30 minute maths interventions targeting gaps in learning  Weekly homework club for targeted children ensures that children complete homework with support | Release for teacher - £1,000  Release for teachers - £4,000  Staffing - £500  **Total Expenditure - £5,500** | Children made progress with basic skill |

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| **Other approaches** |  |  | |  |  | |  | |
| **Intended outcome and success criteria** | | | **Chosen approach and anticipated cost** | | | **Impact** | | |
| **Access to technology**  There are sufficient devices and routers to enable all pupils to access the remote learning offer, meaning that all children can access the remote learning offer.  **Supporting Parents and Carers / Home Learning**  Additional online resources will be purchased which will enable children to access targeted home learning in maths and reading, giving the children greater independence and increasing the likelihood that children will access / sustain home learning. These programmes will also enable the school to track access and progress easily.  Mathletics and Times Tables Rockstars will help children to develop mathematical knowledge and recall. Reading Plus will support the development of reading comprehension, fluency and stamina. | | | Provision of loaned routers and laptops for all pupils – no cost as provided by the DfE.- cost N/A  Times Tables Rockstars - £360  Reading Plus - £3,975  **Total Expenditure - £4,335** | | | All children had access to devices which enabled them to access remote learning. Access to additional resources has resulted in | | |
| Overall budgeted costs: | | | | | | | | **£16,880** |