



'Where the children are at the heart of everything we do.'



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COVID Catch-up Plan 2020-2021

Summary Information

School	Kinraig Primary School				
Academic Year	2020/21	Total Catch-Up	£13,040	Funding based on number of pupils	163

Guidance:

Children and young people across the country have experienced unprecedented disruption to their education because 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 Reception through to Year 11. As 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 2020-2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds:	EEF Recommendations:
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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
 - 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:

Reading and Phonics	Children's fluency has been impacted and the gap between those children that read widely and those children, who do not, has increased. We have also identified a large number of children who through Covid have not developed their Comprehension skills to the same degree and although they can read fluently, more is needed on inference and deduction. Children's phonological awareness and confidence has also suffered as a result of COVID and work is needed to extend and develop blending and segmenting strategies.
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Writing	Throughout the national lockdown, children have lost essential practising of writing skills. SPAG 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.
Maths	Specific Maths content has been missed, leading to gaps in learning. Children still enjoy learning Maths and lockdown has not affected their attitudes. Recall of basic skills and strategies has suffered – children are not able to recall addition facts, times tables and have forgotten one taught calculation strategies.
Non-Core	Within the non-core curriculum, there are specific skills that have not been address fully during the lockdown period and will have to be revisited and re-addressed. Although the curriculum was covered through remote learning, children did not have all the equipment and resources they needed to access some of the objectives and curriculum leaders will identify and support staff to do this. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

Planned Expenditure			
Teaching and Whole School Strategies			
Desired Outcome	Chosen approach	Cost	Evaluation
<p><u>One-to-one tuition:</u> To develop children's fluency and comprehension skills when reading, closing the gap in their learning because of COVID 19.</p> <p>To develop speaking and listening within the Early Years.</p>	<p>Provide the Reading Recovery teacher with additional hours each week to support more children on a 1:1 basis where their fluency and reading comprehension skills have suffered as a direct result of the pandemic.</p> <p>Provide a teaching assistant to deliver the NELI programme to the children within the Reception cohort to overcome barriers in language difficulties.</p>	£6500	
<p><u>Intervention Programmes</u> To develop children's phonic's, maths and SPAG skills to support gaps in learning and reinforce missed learning as a result of COVID. These programmes could also be accessed if remote learning needed to take place.</p>	<p>Purchase IXL Maths, Reading and phonics intervention to support children across school from Reception to Year 6. Look at plugging gaps and reinforcing missed learning.</p> <p>Purchase On track Maths – intervention programme to support small groups of children who have gaps in learning.</p>	£2040	

Access to Technology:

Increase the number of IPADs available within school to support children within the classroom on the intervention programmes and catch-up plans and to support parents at home with additional activities and remote learning if needed.

Lease 20 school IPADs from Freedom Tech, purchase Zulu desk and covers to support children to access Intervention programmes both at home and school and during periods of remote learning.

**£4500
(annually)**

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