



COBHAM PRIMARY SCHOOL

Caring, Proud, Successful!

Summary information

School	Cobham Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£17K	Number of pupils	219

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 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

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.

EEF Recommendations

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

Maths	<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'. The move from Oak Academy to White Rose has been well received and children are tackling their learning in this area with great application.</p> <p>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.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they 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 have not written much will have to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
Reading	<p>Children hopefully have been reading during lockdown. The purchase and promotion of Bug Club across the school will go some way towards children being provided with appropriate levels of reading books. However, it is likely that children will be less fluent in their reading and the gap between those children that read widely and those children who don't will now be wide.</p>
Non-core	<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 special themed days.</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 & skills gaps can be reduced.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports great learning.</p> <p>Renew and replenish reading schemes and reading corners to inspire children to read age and level appropriate fiction and non fiction.</p>	<p><i>Teachers all receive additional PPA and during this time the expectation is that they research and re- plan where needed non-core subjects.</i></p> <p style="text-align: right;">(£2000)</p> <p><i>Purchase additional manipulatives for whole school.</i></p> <p style="text-align: right;">(£1000)</p> <p><i>Each class to be given £1000 each to spend - £500 from English Budget and £500 from Covid Catch Up funding.</i></p> <p style="text-align: right;">(£3500)</p>			<p>May 21</p> <p>May 21</p>
<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><i>Use of PIRA and PUMA tests termly to record assessments in order to identify gaps and have insight on individual's progress</i></p> <p style="text-align: right;">(£1000)</p>		<p>JW</p>	<p>July 21</p>
Total budgeted cost				£ 7500

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.	<i>A Reading Fluency Champion to be recruited who will work with children on a 1:1 basis to support their reading.</i> <i>(£2000)</i>			May 21 July 21
<u>Intervention programme</u> An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.	<i>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i> <i>(£1000)</i>			July 21
<u>Extended school time</u> Identified children are able to access a weekly catch-up club (45mins) The attainment of those identified children improves and effect of lockdown becomes negated. Parents are supportive of the club and understand the identification process.	<i>Each class teacher to lead these weekly clubs for initially SEN children in Term 5 and then others identified as needing additional support in term 6.</i> <i>(£2500)</i>			Ongoing
<u>Sensory Circuit</u> Identified children to benefit from more sessions than currently experiencing due to alternative provision in this area.	<i>Children to revert back to 4 x week sessions before school and use both the hall and outdoor sensory trail.</i> <i>(£2000)</i>			
			Total budgeted cost	£15,000

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> 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.	<i>Additional online learning resources will be purchased, such as Bug Club to support children reading at home and 5 a day physical activity website to support physical and mental health.</i> £2100			May 21
<u>Summer Support – To be discussed with team</u>				
Total budgeted cost				£ 17,100
			Cost paid through Covid Catch-Up	£17.000
			Cost paid through school budget	£100