



# COBHAM PRIMARY SCHOOL

**Caring, Proud, Successful!**

## Summary information

<b>School</b>	Cobham Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£10,220K with £7000 in 21-22	<b>Number of pupils</b>	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

## 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

<p>should use this document to help them direct their additional funding in the most effective way.</p>	<ul style="list-style-type: none"> <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>
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**Identified impact of lockdown**

<p><b>Maths</b></p>	<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. 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>
<p><b>Writing</b></p>	<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>
<p><b>Reading</b></p>	<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>
<p><b>Non-core</b></p>	<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) July 2021	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 &amp; 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><b><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></b></p> <p style="text-align: right;"><b>(£2000)</b></p> <p><b><i>Purchase additional manipulatives for whole school.</i></b></p> <p style="text-align: right;"><b>(£1000)</b></p> <p><b><i>Each class to be given £1000 each to spend - £500 from English Budget and £500 from Covid Catch Up funding.</i></b></p> <p style="text-align: right;"><b>(£3500)</b></p>	<ul style="list-style-type: none"> <li>Team members are clear in the difference between knowledge taught and subject specific skills. Curriculum Intent Statements have been rewritten to ensure that they are in line with implementation. Children are growingly more aware of subject specific skills as well as wider skills that can be utilised across the curriculum.</li> <li>Purchase of the additional maths manipulative resources meant that classes no longer had to share and children were able to access them when needed as well as choose independently their own preferred learning strategy.</li> <li>Reading schemes were supplemented increasing the number of opportunities within each level which produced opportunities for greater practice at appropriate levels.</li> </ul>		<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><b><i>Use of PIRA and PUMA tests termly to record assessments in order to identify gaps and have insight on individual's progress</i></b></p> <p style="text-align: right;"><b>(£1000)</b></p>	<ul style="list-style-type: none"> <li>Both these tests used bi-annually last year served to highlight the gaps caused due to Covid. Gap analysis was completed and in Terms 5 and 6- maths planning was reviewed to cater for the areas of weakness in each class and provided as stand alone lessons in Term 6. This information was also shared with the next colleague receiving the class.</li> </ul>	<p>JW</p>	<p>July 21</p>
<b>Total budgeted cost</b>				<b>£ 7500</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>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.</p>	<p><b><i>A Reading Fluency Champion to be recruited who will work with children on a 1:1 basis to support their reading.</i></b> <b>(£2000)</b></p>	<ul style="list-style-type: none"> <li>In terms 5 &amp; 6, the reading champion worked extensively with 12 children (6 x twice a week each term). 8 of the 12 by the end of the year were assessed at expected levels. 1 was diagnosed with dyslexia and now attends a dyslexia school once a week. The 3 other children made progress, were more confident and were able to answer basic inference and deduction questions.</li> </ul>		<p>May 21</p> <p>July 21</p> <p>Dec 21</p>
<p><u>Intervention programme</u></p> <p>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.</p>	<p><b><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></b> <b>(£1000)</b></p>	<p>This did not take place and is scheduled for 21-22.</p>		<p>July 21</p>
<p><u>Extended school time</u></p> <p>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.</p>	<p><b><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></b> <b>(£2500)</b></p>	<ul style="list-style-type: none"> <li>Incredibly successful as over 9 teachers were able to provide additional weekly catch up clubs over the course of 2 terms, thus 97 children were included within this time frame. Common errors &amp; basic misconceptions were all tackled and children managed to fill some of the gaps in their knowledge in key areas.</li> </ul>		<p>Ongoing</p> <p>Dec 21</p>
<p><u>Sensory Circuit</u></p> <p>Identified children to benefit from more sessions than currently experiencing due to alternative provision in this area.</p>	<p><b><i>Children to revert back to 4 x week sessions before school and use both the hall and outdoor sensory trail.</i></b> <b>(£2000)</b></p>	<ul style="list-style-type: none"> <li>Great for these children to start the day in such a positive manner with them developing their individual needs as outlined on their provision plans. The new trail was a great success and all children have access to it at playtimes too!</li> </ul>		

Total budgeted cost £15,000

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <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><b>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.</b></p> <p style="text-align: right;"><b>£2100</b></p>	<ul style="list-style-type: none"> <li>Reading at home was a high priority and end of year data proved that out of the 3 key areas, reading was the one that had experienced a less negative impact than the other areas. Children loved Bug Club and its use in KS1 was analysed with 85% of the children accessing it and using it successfully.</li> <li>5 a day was used during live zoom lessons as brain breaks in KS1 and parents reported its use at home. No way of accessing exact numbers but it was popular with children and families alike.</li> </ul>		<p>May 21</p> <p>Dec 21</p>
			<b>Total budgeted cost</b>	<b>£ 17,100</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£17.000</b>
			<b>Cost paid through school budget</b>	<b>£100</b>