



COVID-19 Catch-up Premium Report

Summary Information

School	Dormanstown Primary Academy				
Academic Year	2020-2021	Total Catch-Up Premium	£18,480	Number of pupils	231

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 2020, 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 Dormanstown will be in receipt of £18,720 (231 x £80). The school has the job of deciding the best way to spend this money. Before allocating this money, we used the Ambition Institute Science of Learning CPD as well as the Education Endowment Foundation support guide to investigate evidence-based approaches to catch up for all children. We also worked with the other academies in our trust 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.

How we will use the funding

We are using this funding to support pupils to reduce the impact caused by lockdown, in line with the guidance on curriculum expectations for the next academic year.



Identified impact of lockdown

Maths	Specific content has been missed during both lockdowns, leading to gaps in learning and stalled sequencing of learning. Children who engaged in learning were able to recall basic numbers facts because teachers provided children with spaced retrieval and some children engaged with Times Tables Rock Stars to support their recall of multiplication facts, but this was not all children. Although teachers provided a clear sequence of learning during lockdown 2, since the return to school this has been revisited in daily Retrieval Practice to reinforce and support children who didn't engage or fully understand. It became evident that many calculation strategies needed to be re-visited on the return to school.
Writing	Basic GPS at all stages had been significantly affected during the first lockdown, so CPD was put in place to diminish the difference here. Continuous work to improve editing/improving skills is at the forefront of developing the children's GPS knowledge-base back up, as well as promoting independence and ensuring that children are increasing their writing stamina due to losing the essential practicing of writing skills.
Reading	General home-reading engagement took a dramatic dip during lockdown and this affected reading stamina and fluency. Those in KS1 and EYFS that accessed their synthetic phonics learning continued to improve; those that didn't have digressed significantly, as the programme relies heavily on repeat practice. In KS2, a similar picture is evident for reading skills with significant differences between those who engaged in learning and those who didn't. CPD which focuses on making explicit links between reading and writing, and with a push on the use of authentic texts and extra time completing fluency tasks are planned to help the children become 'back on track'.
Non-core	There are now significant gaps in knowledge – 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.
Well-being	As a result of the ongoing pandemic and the impact on our community, we have seen a significant increase in the numbers of vulnerable children and families requiring support.



Planned expenditure

1. Teaching and whole-school strategies		
Desired outcome	Chosen action and anticipated cost	Impact
<p>Quality first teaching: Core subjects as well as foundation subjects are planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Adhering to academy risk assessments, whilst maintaining children's curriculum entitlement virtually in order to access music, online visitors, PSHE and wellbeing support and experiences.</p> <p>Support for teachers in their NQT year who have not had a normal year.</p>	<p>Ambition Institute CPD - Applying the science and climate of learning to build knowledge in the learner's long term memory through effective sequencing, retrieval and utilising prior knowledge, supporting excellent classroom teaching and assessment for learning. £2,000</p> <p>Training for a Learning Assistant as an Emotional Literacy Support Assistant course to provide emotional and social skills support to children. £500</p> <p>Experienced teachers to support, coach and mentor as necessary.</p>	
<p>Teaching assessment and feedback: Utilising baseline assessments to identify gaps in learning and adapt the curriculum accordingly.</p> <p>Teachers and leaders understand what is the most important learning for each year group,</p>	<p>Continue to subscribe to implement PiXL interventions. £2,700</p> <p>Release time to allow SLT to attend STIT meetings to analyse curriculum provision, assessment and data. £500</p>	



giving the children the best chance to successfully continue their educational journey in 2020-21	Read, Write Inc. Book Bag books purchased to enhance reading at home. £750	
		Total budgeted cost £6,450.00

2. Targeted approaches		
Desired outcome	Chosen action and anticipated cost	Impact
<p>1:1 and small group tuition: Identify key marginal children through half termly pupil progress meetings to ensure a laser-like focus on progress measures with support from teacher educators.</p>	<p>1:3 catch up tuition under the National Tutoring Programme 10 weeks @ 15 hours a week at £213.75 x 4 tutors £8,550.00</p>	
<p>Extended school time: Children are able to access “after school” clubs and school holiday club. The attainment/attendance of those identified children improves and effect of lockdown is becoming negated.</p>	<p>Sports leader and support staff run clubs and school holiday clubs. £2,000</p>	
		Total Budgeted cost £10, 550.00



3. Wider strategies		
Desired outcome	Chosen action and anticipated cost	Impact
<p>Blended learning (supporting parents and children): Children 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>Children have access to appropriate technology/chargers, stationery and paper-based home-learning (if required) so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p>CGP, Collins and Schofield and Sims workbooks purchased. £1,500</p> <p>Whole school subscriptions to the following on-line learning resources are allowing us to enhance our 'blended learning' offer: Showbie, White Rose Maths, Times Tables Rock Stars, Oxford Owl and Spelling Shed. £2062</p> <p>Webcams to support online teaching from the classrooms. £378</p> <p>Chargers and cases for iPads loaned to children. £910</p> <p>Home-learning paper packs printed and ready to distribute for children who require them, as well as stationery packs. £400</p>	
<p>Relationships: Strengthened communication with parents through weekly BLOG with relevant updates and academy information.</p>		



<p>Support children’s well-being with clear and consistent routines and expectations across school.</p> <p>Adhering to government advice through risk assessments, ensuring children have their own individual space, work packs and have their own areas both within classrooms and at lunch and break times.</p>	<p>Signage (banners, posters and floor stickers) £300</p>	
		<p>Total budgeted cost £5,550</p>
		<p>Total budgeted cost overall £22,550.00</p>
		<p>Cost paid through Covid catch-up £18,480.00</p>
		<p>Cost paid through school budget £4,070</p>