



## Catch-Up Premium Plan Gisburn Road Primary School

### Summary information

<b>School</b>	Gisburn Road Community Primary School Barnoldswick				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£ 16,190	<b>Number of pupils</b>	226 (199 Yr-Y6)

### 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 Y11.

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	EEF Recommendations
<p>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 <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for</a></p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> </ul>
<p><a href="#">schools</a> 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.</p>	<ul style="list-style-type: none"> <li>➤ Intervention programmes</li> <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>

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. As we follow the Lancashire Red Rose Maths Scheme of learning and the traditional Lancashire Scheme for UKS2 and Year 4, it is easy to identify the missed learning from the previous year. This has been addressed by reviewing the Summer Term Curriculum and identifying key Learning missed and then adding this into the Autumn Term teaching plans. The planning allows the teacher to cover missed key objectives, in order for the children to progress through the new content. ‘Catch up’ interventions are taking place for some individuals and small groups who require additional support on these objectives.</p> <p>Children still have a huge appetite for maths and lockdown has not affected their attitudes.</p> <p>Recall of basic skills has not really suffered – children are able to recall addition facts, times tables and have not forgotten calculation strategies.</p>

<b>Writing</b>	<p>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 exceptionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p> <p>Handwriting was really affected during lockdown. Writing interventions have been implemented across school to try to close gaps. The children also practise their grammar and spellings using our Online Learning Platform- Century technology.</p>
<b>Reading</b>	<p>Children accessed reading extremely well during the Lockdown. This is something that was more accessible for families and required less teacher input. The gap between those children that read widely and those that don't is increasing and whilst interventions have begun, assessment week in December will further identify those pupils who need additional support to accelerate their progress and close the gap. Appropriate interventions will be put into place / reviewed to meet their individual needs.</p> <p>Since returning in September, children have accessed books from our school library. Vocabulary development continues to be a string focus in all lessons across the curriculum</p>
<b>Non-core</b>	<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 powerful curriculum moments. All teachers have completed a robust analysis of skills that have missed and this has been given to the next class teacher.</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 gaps can be reduced.</p>	<p><i>Additional time given to staff to revise their curriculum for September.</i></p> <p><b>(£1,000)</b></p>		SLT	July 21
<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>Ongoing completion of detailed Gap Analysis will be done by staff on a termly basis.</i></p>		NW	April 21 July 21
<b>Total budgeted cost</b>				<b>£ 1,000</b>



	<b>Total budgeted cost</b>	<b>£16973.00</b>
	<b>Cost paid through Covid Catch-Up</b>	<b>£16,190.00</b>
	<b>Cost paid through school budget</b>	<b>£783.00</b>