

Catch-Up Premium Plan Denaby Main Academy

Summary information					
School	Denaby Main Academy				
Academic Year	2021-22	Total Catch-Up Premium	£18,914	Number of pupils	154

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
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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

Maths

Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. As we follow the Arc Schemes of learning, it is easy to identify the missed learning from the previous year. This has been addressed by adding in recap lessons which 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 who require additional support on these objectives.

Most children still have a huge appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.

Recall of some basic skills has suffered and in particular times tables recall.

The timetable has been adapted to allow for more short bursts of arithmetic practice.

Writing

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.

Handwriting was really affected during lockdown. However, this is now back on track.

Writing interventions have been implemented across school to try to close gaps. The timetable has been adapted to allow for more short bursts of spelling, handwriting and grammar practice.

Reading

Children accessed reading during lockdown more than any other subject. 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 increased and interventions have been established across the school to support children who need these.

During lockdown and since returning in September, children were able to access online books via our learning zone which has links to the Literacy Trust and other websites. Staff delivered books and learning packs to our most vulnerable pupils.

Reading is a major focus in school and since returning in September we have introduced Read, Write, Inc and a revamped reading challenge across the school.

Non-core

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. Teachers have reviewed what has been missed and adapted planning accordingly.

Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

The introduction of the Primary Knowledge Curriculum is enabling children to get a well -rounded foundation for further learning.

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 subjects 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. Use of PKC units to support.</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p>	<p>All units for each year group are in place. All units being taught Pupil workbooks demonstrate positive progress in developing knowledge.</p>	SLT	Oct 21
Total budgeted cost				£1000

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><u>Intervention programme</u></p> <p>Appropriate numeracy interventions, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p>Years 5 and 6 1 additional employed to enable school to split the Year 6 group into 2. This enabled both teachers to complete reading fluency and bespoke 1-1 interventions e. g phonics and spellings input and small group maths.</p>	<p>Pupil Progress meetings demonstrate that reading fluency has increased for some children. Those still requiring support 1-1 reading is in place. These children have been included in the introduction of Read, Write Inc.</p>	SLT	July 22
Total budgeted cost				£17,914

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>Children have access to appropriate 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><i>Promotion of online learning resources such as TT Rockstars, Phonics Play, Spelling Shed, Purple Mash are used to support children at home.</i></p> <p><i>Weekly home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i></p>	<p>Increasing numbers of children accessing online resources. Parents contacting the school to seek support when needed.</p> <p>This greatly supported those most at risk to remain engaged with school work.</p>	<p>SLT</p> <p>SLT</p>	<p>July 22</p> <p>July 22</p>
<p><u>Access to technology</u></p> <p>Children can access devices for home learning.</p>	<p>Use of DFE supplied devices</p>	<p>These enabled those without own devices to take part in online lessons.</p>	<p>SLT</p>	<p>March 22</p>
	Cost paid through Covid Catch-Up	£18,914		Cost paid through school budget