

Summary Information	
Total number of pupils on roll	395
Total Catch Up Premium	£31,600

Guidance
<p>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.</p> <p>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.</p> <p>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.</p> <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 curriculum expectations for the next academic year.</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 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 suggest 3 core approaches for schools to consider:</p> <ol style="list-style-type: none"> 1. Teaching and whole school strategies: Supporting great teaching; Pupil assessment and feedback; Transition support 2. Targeted approaches: One to one and small group tuition; Intervention programmes; Extended school time 3. Wider strategies: Supporting parent and carers; Access to technology; Summer support <p>The strategies and actions detailed below will be reviewed as part of the Trust wide monitoring cycle and impact will be reported to directors on a termly basis.</p>

Identified impact of lockdown
<ul style="list-style-type: none"> • Loss of 5 months teaching time has resulted in children having huge disruption to their learning routines and habits of learning. • Children have not read as often and have not been heard reading, therefore have not received as much support and guidance with reading and comprehension skills. • Children have missed opportunities to practice basic skills, recall facts and become more fluent in core subjects. • Younger children have missed specific content in phonics, including those children in Year 2 who were due to retake the Phonics Check. • In writing, children have lost essential practise in writing skills, as well as knowledge in spelling, punctuation and grammar. • For the majority of the children, they have lost the opportunities presented by extra-curricular activities and personal development programmes. • There has been a huge reduction in pastoral contact with families, including vulnerable families, leading to higher levels of anxiety in many families. • Substantial changes in the school day including staggered start and finish times; staggered breaktimes and lunchtimes; use of 'bubble' system for pupils has presented a significant challenge for children as they adjust to returning to school. • Music is taught through online workshops only, rather than face-to-face and Spanish lessons have been suspended until Spring 2021.

Planned expenditure	
Success criteria	
<p>The DfE has asked schools to meet the following key expectations for the academic year 2020/21:</p> <ul style="list-style-type: none"> • Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. • Aim to return to the school's normal curriculum in all subjects by summer term 2021. • Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills. • Develop remote education so that it is integrated into school curriculum planning. 	
Teaching and whole school strategies	
<p>Supporting great teaching:</p> <ul style="list-style-type: none"> • Release of Assistant Headteachers to provide additional support for teacher planning. • Investment in bespoke online vocal tuition as part of the music curriculum. • Purchase Switched-on Computing to ensure consistent and quality delivery of ICT curriculum. • Additional reading resources have been purchased. • Development of learning platform (eSchools) to enable access to learning at home and during any school closure. • RWI (phonics programme) development day to provide professional development for staff. • Smart Maths ongoing training to provide professional development for staff. <p>Pupil assessment and feedback:</p> <ul style="list-style-type: none"> • Purchase of and implementation of the Rising Stars National Test-style Standardised Assessments suite. • Complete termly tests and record assessments on QLAs to identify gaps and track progress. • Additional professional development and production of explainer videos for feedback to pupils approach (PCT). • Purchase of additional support from S4S (SIMS assessment team) to develop improved data capture system. <p>Transition support:</p> <ul style="list-style-type: none"> • Contribution to additional staffing in KS1 	
	Projected spend: £30,000
Targeted approaches	
<p>1 to 1 and small group tuition:</p> <ul style="list-style-type: none"> • One HLTA appointed to carry out specific intervention programmes for identified children. • Re-direction of Teaching Assistants afternoon roles to enable additional intervention programmes. <p>Intervention programme</p> <ul style="list-style-type: none"> • Additional training and resources to support NELI (Nuffield Education Language Initiative) catch up for Reception pupils. 	
	Projected spend: £ 20,000
Wider strategies	
<p>Supporting parents and carers</p> <ul style="list-style-type: none"> • Development of online learning platform (eSchools) to enable pupils to access home learning. • Guidance packs purchased for parents for safe online practice. <p>Access to technology</p> <ul style="list-style-type: none"> • Purchase of laptops for pupils with no access to a device at home. • Purchase of WiFi dongles for pupils with no access to WiFi at home. • Additional IT support time purchased to ensure the set-up of user accounts for pupils. 	
	Projected spend: £3,000
	Total projected spend £56,000