

Catch-Up Premium Plan

Summary information					
Academic Year	2020-21	Total Catch-Up Premium	£23,680	Number of pupils	372

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 in two instalments, one this financial year and a second in the next financial year.

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	Education Endowment Fund Recommendations
<p>King's Cross Academy will use this funding for specific activities to support our pupils to catch up for lost teaching over the previous months, in line with the guidance on <u>curriculum expectations for the next academic year</u>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</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 pupils. Borough Green Primary has used this document to aid the direction of our additional funding in the most effective way.</p>	<ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology
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Most recent identified impact of lockdown (as of March 2021)

<p>Maths</p>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of the learning journey. Children still have an appetite for maths and lockdown has not affected their attitudes. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.</p>
<p>Writing</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. Grammar and punctuation specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected but have not made the progress they would have done if in school. Those who did not write as much during lockdown have to work additionally hard on writing stamina, accurate grammar techniques and improving their motivation due to the lack of fluency in their ability to write.</p>
<p>Reading</p>	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who do not is now increasingly wide. The bottom 20% of readers have been disproportionately affected.</p>
<p>Foundation Subjects</p>	<p>Children have missed a number of Experiences 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.</p>

Teaching

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p>Supporting great teaching:</p> <p>Curriculum team leaders are aware of the impact of missed learning in their subject areas. This is disseminated to staff through online staff meetings. Planning over time is adjusted to backfill knowledge and skills gaps.</p>	<p><i>Additional release time for teachers to research and plan. Subject leaders to focus on book scrutiny, data analysis, common misconceptions across the school and where possible pupil voice.</i></p> <p>(no additional cost)</p>		SP	June '21
<p>Whole School Approach to Writing</p> <p>Identified children with insecure understanding in writing structures will be able to improve their basic sentence structures so that they can more successfully access classroom learning closing the academic gap that has developed.</p>	<p><i>Continue to follow the 'Power of Reading' model for teaching of writing.</i></p> <p><i>Teachers prepare children for writing by modelling the ideas, grammar or techniques of writing. It is research informed and practically applies evidence into effective best bets for improving writing outcomes.</i></p> <p>(No additional costs)</p>		EH	July '21

<p>Teaching assessment and feedback</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 end of year expectations, giving a greater degree of confidence and accuracy of assessments.</p>	<p><i>Release time to undertake online parent consultations alongside an Autumn Term report.</i></p> <p><i>(No additional cost)</i></p>		SP	June '21
<p>Transition support</p>				
<p>Children who are joining school from different settings or who are beginning their schooling at King's Cross Academy have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>A virtual tour of King's Cross Academy available on the school website.</i></p> <p><i>TA to facilitate induction of new pupils together with class leaders</i></p> <p><i>(no additional cost)</i></p>		EF	July '21
Total budgeted cost from Catch Up Funding Grant				£0

Targeted Approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p>Small group support 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>Children that have identified gaps in their mathematical understanding will begin to be able to increase their understanding and thus close the attainment gaps.</p>	<p><i>Deployment of an extra teacher in every year group from year 1 to facilitate small group support and flexible learning.</i></p> <p><i>Small identified groups of teacher led intervention on a 1:4 or lower basis to address gaps in mathematics and writing.</i></p> <p>(Cost: £190,000)</p>		<p>EF and SP</p> <p>EF</p>	<p>July 21</p> <p>July 21</p>
<p>Intervention programme – ELSA</p>				
<p>Children are more able to control their behaviour, better able to access an academic curriculum and most importantly have higher self-esteem; this allows them to thrive in the world around them.</p>	<p>A trained member of staff in ELSA. ELSA is highly effective, person- centered, emotional literacy support.</p> <p>ELSA is short term, time-limited support to be used with anyone (age 5+) who has suffered trauma or has underlying emotional difficulties. It supports those who are not realising their full potential either academically, professionally or socially through drawing.</p> <p>(Cost: £27,595)</p>		KB	July '21

<p>Intervention programme – Music Therapy</p> <p>Children are able to work through their difficulties via music therapy, where the therapist offers a safe place to express troubling emotions in a creative and therapeutic way using music.</p>	<p>In-house music therapist to support individuals with difficulties processing the current situation. Therapy to be provided when need arises on a short term basis.</p>		KB	June21
Total cost				£217,595

Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p>Supporting remote learning</p> <p>Children will have greater opportunities to access remote learning at home resulting in a greater level of engagement and help to negate some of the effects of Covid-19 restrictions on children’s learning.</p>	<p><i>Every child in KS 2 provided with a school Chrome book and internet access where required.</i></p> <p style="text-align: right;">(Cost: £65,000)</p>		PB	June ‘21
Total cost				£ 65,000

Cost paid through Covid Catch-Up	£27,920
Cost paid through school budget	£254,675
Total spend on Catch Up as of Feb ‘21	£282,595