



Cubington C of E Primary School

Our aim is as simple as ABC

Achieving, Belonging, Caring

Summary information

School	Cubington C of E Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£15,040	Number of pupils	188

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.

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
- Emotional support

Identified impact of lockdown	
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
Writing	<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, punctuation and spelling 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 additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
Reading	<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 don't is now increasingly wide.</p>
Non-core	<p>There are some gaps in knowledge – whole units of work have not been fully 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.</p>
Emotional Wellbeing	<p>The children are very happy to be back in school in a routine with their peers. Some children have struggled during lockdown as they have not had additional support eg. Counselling/Thrive that they were having in school. Some children have spent a lot more time than usual with their parents and have found separation a challenge when returning to school. Some children have spent a lot of time on screens and this is reflected in some behaviour challenges. Some children find lunchtime very difficult as they do not have the opportunities to mix and play with other year groups.</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?
<u>Supporting great teaching:</u> Teachers and SLT are able to use greater functionality in Seesaw to support in class and remote learning. Communication between school and home will continue to improve.	Upgrade from the free version of Seesaw to the paid version for one year to trial the use of the dashboard and greater functionality for staff. (£1000)		JJ/JE	Feb 21
<u>Teaching assessment and feedback</u> 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.	Use of the Pixl termly test and analysis features for KS2 (£1000)		JJ/EJ	July 21
<u>Supporting great teaching:</u> 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.	Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA. (£1000)		JJ	Feb 21
Total budgeted cost				£3000

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children in different year groups will have significantly improved: <ul style="list-style-type: none"> • writing stamina • application of GPS skills • basic mathematic skills such as times tables In one particular year group there will be a focus children on writing at greater depth	One full day of additional teacher support each week to carry out 'Plan,do,reviews' for all identified children covering the areas identified in Y1,2,3,and 4. (£5500) Two full mornings of TA support to carry out specific interventions and tuition for children in Y5 and Y6. (£2000) This is currently planned for 20 weeks of sessions		JJ	Feb 21 Feb 21
Total budgeted cost				£7500

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> 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.	Maths Shed and Spelling Shed will be purchased for all children so that children can practise spellings and maths skills at home. (£300) <i>Possibly purchase SATs books for Y2/6? And send out earlier than usual to support with end of year assessments? (£750)</i>		JJ JJ	Feb 21
<u>Supporting emotional wellbeing</u> Children will feel supported to share their feelings and emotions with trained staff. Children will make progress in the Thrive profiles.	Train additional member of staff to become a qualified THRIVE practitioner. Timetable additional THRIVE sessions, profile individuals and groups to help to indicate where support is needed most. (£1400) Purchase sensory boxes for each class to support all children when necessary. Children will not need to leave their bubbles to access this resource. (£200)		JJ EJ	Feb 21 Feb 21
<u>Supporting playtimes</u> Children will be supported to play together at lunchtime through structures games	Employ Leamington Football coach to work alongside the PE apprentice for some lunchtime sessions with the children. This can rotate around the year groups depending on need. (£1500)		JJ	Feb 21
			Total budgeted cost	£4150
			Cost paid through Covid Catch-Up	£14650
			Potential surplus	£390