



Catch-Up Premium Plan – May 2021

Bulwell St. Mary's Primary and Nursery School

Summary information

School	Bulwell St. Mary's Primary and Nursery School			
Academic Year	2020-21	Total Catch up premium - £18,000	Number of pupils	240

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
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, especially as our maths mastery approach does not purely introduce new knowledge but builds on prior learning. Children still have an appetite for maths and lockdown has not affected their attitudes however there are gaps in their learning from the previous year. 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 recent assessments – particularly in KS2.
Writing	Children have missed the opportunity to write at length and have lost some of the essential skills in grammar, punctuation and spelling which has resulted in a lack of fluency in writing. Children have also not had the opportunity to practice and extend their vocabulary skills, leading to a lack of extended or interesting vocabulary within their writing. Writing stamina has also been affected and they have had to work hard to write at any length.
Reading	Children accessed reading throughout lockdown and were also read to by their class teachers during lockdown. A variety of resources have been made available from a number of different sources, making this more accessible to parents. We have not seen a considerable reduction in the fluency of pupils in older year groups, however children's early reading skills and phonics have at best been maintained rather than extended.

Non-core	Many children have found re-establishing the routine of school life difficult since returning on the 8 th March. Children's social skills, behaviour for learning and resilience have regressed in some cases. A small rise in occurrences of negative behaviour have been reported. This has affected their ability to learn. Whilst we have attempted to teach a broad and balanced curriculum during lock down, this will never be as effective as face to face learning. This means that when children are now learning something new, they are less likely to make connections between concepts and themes throughout the curriculum.
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Planned expenditure - The heading below refers to 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?
All children in F1, F2, Year 1 and 2 (and KS2) to receive quality phonics teaching.	Purchase a Phonics programme and provide staff training. £3,000		KAR EB AP	End of summer 2
ii. Targeted approaches.				
All children in years 2 & 3 achieve their end of year projections in reading, writing and maths, as well as ensure these year groups EXS+ targets are met in reading, writing and maths.	Employ an additional TA to work in year 3 from 19 th November to end of July 2021, enabling our HLTA to provide targeted support in year 2. They will help accelerate the progress of borderline EXS+ children in these classes. Cost £9,447		CG AP CGr	End of July 2021
All children in years 4 and 5 achieve their end of year projections in reading, writing and maths, as well as ensure these year groups EXS+ targets are met in reading, writing and maths.	Employ an additional teacher to work in years 4 and 5 from 7 th June to 16 th July 2021 to provide targeted support. They will help accelerate the progress of borderline EXS+ children in these classes. Cost £4,800		CG AP CGr	End of July 2021

All children in Year 1 to meet their end of year phonics projections.	Employ an additional TA to work in year 1 an extra day each week from 24 th May to 16 th July, to provide targeted support. Cost - £800		EB AP	End of summer 2
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	Total cost	£ 18,047