

| Summary information | | | | | |
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| School | Gooderstone Primary Church of England Academy | | | | |
| Academic Year | 2020-21 | Total Catch-Up Premium | £ 3840 | Number of pupils | 48 |

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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| <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.</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> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers |

- Access to technology
- Summer support

Identified impact of lockdown

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| Maths | <p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. 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. All year groups have specific gaps that have been identified, however the current Year 4 and Year 5, who did not re-enter school need additional support. They have numerous gaps in number and basic skill.</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. Children's stamina for writing needs to be improved, for the lower ability pupils they need help for story structure. GPS specific knowledge has suffered and the impact is leading to lack of fluency in writing. Pupils have gaps in GPS and they are not writing at year group expectations. Most year groups are lacking children with GDS in writing and it is here where the biggest impact has been in terms of children moving backwards from their pre COVID ability.</p> |
| Reading | <p>In the lower year groups many 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. Reading for understanding has been impacted and inference and retrieval skills are lacking for many children. Their fluency and reading speed needs improving across the year groups.</p> |
| Non-core | <p>Our summer package of lost learning helped parents to work on some of the missing knowledge from lockdown. There are now gaps in knowledge and in places whole units of work have not been taught, specifically linked to humanities. Whilst they completed topic learning throughout, the teaching and learning has been missed. This means 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> |

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 | Cost | Projected Impact | Impact once reviewed | Staff lead | Review date? |
|--|---|-----------------------|--|----------------------|------------|--------------|
| <p><u>Creative and inspiring curriculum</u></p> <p>Golden threads to be used to plug gaps where children have missed building blocks. Subject leads to be released to monitor and plan support where needed. SAW project to ensure indepth studies of science help to build knowledge and tackle any gaps found.</p> | <p>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</p> <p>SAW Project</p> | £250 | <p>Specific training will be planned Use of CPD days and Staff meetings.</p> | | HK SG | Mar 21 |
| <p><u>Power of Reading</u></p> <p>To ensure that ALL children develop a love of reading. Texts encourage development of vocab and allow children to explore a variety of texts.</p> | <p>Purchase of POR (covered by school budget) Resources- books for scheme and class readers.</p> | £250 | <p>Purchase books for each class for class readers and POR.</p> | | SG | |
| <p><u>PiXL to improve maths and reading.</u></p> <p>Use of Pixl to target gaps and run therapies/whole class teach to accelerated progress. Fluency of reading to improve as well as speed. Developing strategies to help children acquire basic skills.</p> | <p>Purchase of Pixl. Cover for training for staff, release for RSL.</p> | £500 | | | ALL | |
| <p><u>VNET- English, maths, science communities.</u></p> <p>Subject leads to join Norfolk colleagues and advisors for CPD on recovery curriculums, plugging gaps and the latest research.</p> | <p>Payment for membership for communities will help ensure the school is up to date with the latest research.</p> | £ 200 for communities | <p>CPD and upskilled staff in latest research to help children's learning improve.</p> | | SG LB | |

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| <p><u>To improve outcomes for children with SEND and lower achievers.</u></p> <p>Using NAP to support SEND children and lower ability pupils to show the developmental steps they need to take next in order to make good progress.</p> | <p>Purchase Norfolk Assessment pathways.</p> | <p>£150</p> | <p>Children begin to make accelerated progress that is tracked and next steps given.</p> | <p>KT</p> | <p>Mar 21</p> |
| <p><u>Teaching assessment and feedback</u></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 standardised norms, giving a greater degree in confidence and accuracy of assessments.</p> | <p>Purchase and implement the PiXL Primary Impact Assessments suite. Complete termly tests and record assessments on MARK to identify gaps an on Insight to track performance. Staff training and staff release to complete catch-up gap planning from assessments</p> | <p>£250</p> | <p>Teachers will be able to identify gaps from Autumn Transition Checklists, these are to be shared with parents and TAs and then TAs to be trained, alongside of CTs to run therapy sessions across the school.</p> | <p>LG SG</p> | <p>July 21</p> |
| <p style="text-align: right;">Total budgeted cost</p> | | | | | <p>£ 1600</p> |

| i. Targeted approaches | | | | | | |
|--|--|-------|--|----------------------|------------|---------------|
| Desired outcome | Chosen action/approach | Cost | Projected Impact | Impact once reviewed | Staff lead | Review date? |
| <u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency and prosody. 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. | <i>Each class has 1part time/ full time T.A support and this will enable them to hear reader and work with 1:1/small groups of children to increase progression in reading. Bug club online books will be available to the children in KS1 to encourage younger children to read more often.</i> | £500 | Improved fluency for readers who have low reading speeds and poor retrieval of information skills. | | SG LB | Feb 21 |
| <u>Extra T.A hours</u> T.A hours given extra hours to support the children in class- running therapies, and catch up support to ensure progress for children. | <i>Each class has more T.A hours to support gap filling and therapies.</i> | £1490 | Acceleration of knowledge and skills in all subject areas. | | | |
| Total budgeted cost | | | | | | £ 1990 |

| ii. Wider Strategies | | | | | | |
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| Desired outcome | Chosen action/approach | Cost | Projected Impact | Impact once reviewed | Staff lead | Review date? |
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| <p><u>Supporting mental health and wellbeing</u></p> <p>Staff have been trained up in variety of different mental health strategies to help support children and their transition in to school life.</p> | <p>Strategies like- drawing for talking, Lego therapy and anxiety training have taken place. TA deliver sessions to children throughout the day.</p> | <p>£250</p> | <p>Children's emotional health, mental health and wellbeing will be well supported by the school.</p> | | <p>KT</p> | <p>March 21</p> | |
| Total budgeted cost | | | | | | £ 250 | |
| | | | | | Cost paid through Covid Catch-Up | | £ 3840 |