



Catch-Up Premium Plan

Coupals Primary Academy

Summary information

School	Coupals Primary School				
Academic Year	2021-22	Total Catch-Up Premium	£22,450	Number of pupils on roll	336
		Catch-Up Premium carried forward from 2020-21	£12,445	Number of pupils eligible for Catch-Up funding	

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.

As outlined above a small amount of our catch up funding was carried forward from 2020-21 for use in the 2021-22 academic year (£12445)

Use of Funds	EEF Recommendations
<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	
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>A focus is required on developing pupils' mathematical fluency and reasoning skills to become proficient with the age appropriate maths that they are covering in class.</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. Gaps 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. Even those who wrote regularly during lockdown have not written extended pieces they would normally in school. This has led to a reduction in the stamina of pupils as writers and also in pupils' processes of writing in areas such as planning and structure.</p>
Reading	<p>Many children read regularly through lockdown across a range of texts. This was well supported by online platforms which offered children ebooks to read. However, children are less fluent in their reading and the gap has begun to close between those children that read widely and those children who don't. The most noticeable difference in reading is children's retrieval skills and reading stamina. This is most likely because of a lack of exposure to high quality questioning throughout the course of lockdown when reading at home.</p>

Non-core	There are now significant gaps in knowledge – some units of work have not been taught in the depth they normally would 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
Emotional wellbeing	Following the impact of the pandemic a number of pupils require them additional support to understand their experiences and feelings. For some pupils, additional support from ELSA and the Pupil and Family Support Worker is required. The continued use of our Nurture Provision is helping to more effectively meet the needs of our most vulnerable pupils who have been impacted negatively by COVID-19.

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?
<p><u>Supporting great teaching:</u></p> <p>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.</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p>(£500)</p>		Subject Leaders	Feb 21
<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. Information from these assessments will be supported by PiXL interventions to narrow gaps that have been identified.</p>	<p><i>Implement the PiXL diagnostic tests throughout the year alongside the standard PiXL tests. Additional TA hours to be used to support the implementation of PiXL interventions.</i></p> <p>(£4200 - 1 additional hour per week per class @ £140 per week for 30 weeks)</p>		Class Teachers (DM to lead)	Nov 21
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Coupals have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>A virtual and interactive virtual tour of Coupals is arranged and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining.</i></p> <p>(£250)</p>		DM	Ongoing
			Total budgeted cost	£4,950

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 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>After school tutoring for pupils in Year 6 (4 days per week @ £15 per hour for 30 weeks)</i> (£1800)		RB/SH	Feb 22
	<i>After school tutoring for pupils in Year 5 (2 days per week @ £15 per hour for 30 weeks).</i> (£900)		EW/JR	Feb 22
	<i>100 pupils across the school to receive support from Unity Tutors programme</i> (£6000)		KE	
<u>Small group emotional literacy support</u> Pupils requiring support may access it from: <ul style="list-style-type: none"> • Emotional Literacy Support Assistant assistance • Pupil and Family Support worker assistance • Nurture group support 	<i>Additional hours for ELSA availability</i> (£1000)		DM	Dec 21
	<i>Additional hours for Pupil and Family Support worker</i> (£1000)		DM	Dec 21
	<i>Nurture training costs to enable greater support through 'outreach' across the school</i> (£1000)		DM	Feb 21
			Total budgeted cost	£11,700

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. Pupils and families self-isolating may not have access to resources for pupils to complete home learning.	<i>Licenses for Remote Learning to Showbie.</i> <i>Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i>		DM	Dec 21
	<p style="text-align: right;">£700</p> <p style="text-align: right;">£100</p>		DM/Office	Dec 21
<u>Attendance</u> As a result of a number of factors (including anxieties around COVID) attendance rto helping children achieve their potential.	<i>Pupil and Family Support Worker to focus on improving attendance with key families.</i> <i>Enhanced support for Suffolk EWO to help improve attendance.</i>		DM	Dec 20
	<p style="text-align: right;">£1500</p>		DM	Dec 20
			Total budgeted cost	£ 4,450
			Cost paid through Covid Catch-Up	£21,950