



Catch-Up Premium Plan Cooper Perry Primary School

Summary information

School	Cooper Perry Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£16,880	Number of pupils	211

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 year's 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

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.

EEF Recommendations

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. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. 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.
Writing	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.
Reading	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.
Non-core	There are now significant gaps in knowledge – whole units of work have not been 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.
Pupil Wellbeing	This has been significantly impacted upon with pupils fearful of COVID, loss of loved ones and in many cases reduced resilience and independence. Whilst pupils enjoy being back in routine and structure the uncertain nature of COVID and isolations is having damaging effects on consistency with pupils and their attitudes as a result.

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> The foundation subject 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. Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports	<i>Additional time for subject leaders to research, plan and support non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i> <i>Purchase additional manipulatives for EYFS/KS1 initially.</i> <i>(£1000)</i>		HF	Feb 21
<u>Resilience building and support</u> Wellbeing will be a cross school priority to support pupil's emotional and social needs as a priority. Pupils will become more resilient and independent in their thinking and attitudes which will impact on their ability to concentrate, problem solve and learn. Pupils with identified emotional needs to be supported quickly through Nurture and HOPE.	<i>Awakening programme and support bought in to support KS1 and KS2 in their development.</i> <i>Additional resources to support restoration practices</i> <i>(£5500)</i> <i>2 additional adults trained in HOPE to support COVID secure nurture groups throughout the school with clearly identified start and end points</i> <i>(£400)</i> <i>In the moment planning training bought for all EYFS staff to create a strong and stable enquiry base for education in school allowing children to opportunity to shape their own learning.(£500)</i>		SLT SLT HF VB	Ongoing
Total budgeted cost				£7,400

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Increase in support ratio allows for greater targeted impact of support. A wide range of pupils benefit from the increased ratio within specifically identified areas.	(£9000) <i>Specific needs are identified. Increased ratio of adults with additional 14.5hrs allows for targeted group and 1:1 work to address GAPS.</i> <i>Increase in booster sessions to consolidate foundation skills with UKS2 initially then KS1 later in the year. – Specific tailored support and tuition where need identified.</i>		SLT	Feb 21
Total budgeted cost				£9,000

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	<i>2-day 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> £500			Feb 21
Total budgeted cost				£500
		Cost paid through Covid Catch-Up		£16,900
Additional support from PTFA to help purchase resources for each bubble. £300 donation from ABC for reading book / library book stock		Cost paid through charitable donations		£700
		Cost paid through school budget		£16,900