

Leybourne SS Peter and Paul CEP Academy Catch Up Premium Plan 2020-2021

Summary Information					
School	Leybourne Ss Peter and Paul CEP Academy				
Academic Year	2020-2021	Total Catch Up Premium	£17,040	Number of Pupils	213

Guidance
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of the COVID-19 pandemic. Those from the most disadvantaged and vulnerable 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.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school or academy with a total of £80 per pupil in years R through to 11.</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by COVID-19, the grant will only be available for the 2020-2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>

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 own cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the EEF has published a coronavirus support guide for schools with evidence based approaches to catch up for all students.</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

	<ul style="list-style-type: none"> • Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting parents and carers • Access to technology • Summer support
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Identified Impact of Lockdown	
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of learning 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 as readily able to recall addition facts, times tables and have forgotten taught calculation strategies. The application of arithmetic to reasoning problems is also not as secure as pre-lockdown.
Writing	Children haven’t necessarily missed “units” of learning in the same way as maths, however, they have lost essential practice of writing skills. SPAG 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 widely accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children who read widely and those who don’t is now increasingly wide.
Non-core	There are 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.

Planned Expenditure				
Focus Area	Chosen Approach and anticipated cost	Impact (once reviewed in July 2021)	Staff Lead	Review Date
Supporting great teaching	Purchase of training and resources from Steve Mastin. £1000 Additional time for teachers to plan non core subjects – additional cover required to facilitate the additional PPA. £1000		TH, LG, KD	March 2021
1-1 and small group tuition	Additional support from highly trained Teaching Assistants, overseen by Heads of Lower and Upper Schools, to address identified needs in maths, reading and writing. £4731 (including on costs) + £500 resources Additional PPE (screens) and cleaning materials purchased to support the safe delivery of interventions across classes. £500		TH, LG, KD	July 2021
Access to Technology	Purchase of an additional class set of laptops, for use in school and at home. £10,000	Purchase postponed due to COVID-19 lockdown	TH, BH	January 2021
TOTAL				£17,731