



Seagrave Village Primary School

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BRADGATE
Education Partnership

Summary information

School	Seagrave Village Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£ 7760	Number of pupils	97 (99 after census)

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 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

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	<p>Content/units were delivered throughout lockdown but there are differences in the amount pupils accessed – there are no large gaps in any one specific mathematics area, more a superficial understanding leaving more gaps in the reasoning and problem solving aspects of maths. The focus needs to be on the application of basic skills in a range of contexts.</p> <p>Fractions and geometry is an area identified across the school from NFER tests as lowest correct answers</p>
Writing	<p>Children have lost essential practising of writing skills. GPSs specific knowledge has some gaps, leading to lack of fluency in writing. Some children (more specifically KS2) have continued to write during lockdown and are less affected. On return, some KS2 pupils lacked stamina when writing. KS1 are further behind with writing and are lacking the phonic application skills to write extended pieces. This is also impacting on their fluency and resilience when writing.</p>
Reading	<p>KS2 Reading has been significantly impacted by the lock down – particularly for disadvantaged families (this may have been access to books). There is an increase in under developed comprehension/inference in KS2. Pupils are efficiently decoding but struggling to discuss and analyse text.</p> <p>There is less impact in KS1 with a high level of motivation to read. Evidence shows there are some gaps with phonic application when reading.</p>
Non-core	<p>Throughout lock down non-core subjects were delivered each day in line with the 2 year curriculum map, all areas were still covered however not in as much depth as when they are taught in the classroom. Gaps are not significant and the curriculum design allows the learning outcomes to be revisited within the cycle i.e. the same objectives are taught the following year through a different topic allowing for consolidation and extended learning. Children have missed out on curriculum experiences e.g. trips, residential trips and external visitors. Physical education was significantly impacted throughout lockdown with many pupils not engaging in daily physical exercise.</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	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>Reading, writing and maths will be planned to ensure children are secure with previous learning alongside their year group curriculum.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths, additional outdoor resources provided</p> <p>Pupils able to talk about their mental health and wellbeing. They are mindful of how they approach situations and deal with their internal feelings.</p>	<p><i>Additional time for teachers to plan and analysis summative and formative assessment in core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i> (£1000)</p> <p><i>Use of steam steriliser for reusing manipulatives Purchase of additional outdoor activity kits to enable each bubble to have sufficient equipment to be physically active every lunchtime.</i> (£1000)</p> <p><i>Addition of daily well-being sessions to support mental health and wellbeing by providing the children with a toolkit of strategies to self-regulate.</i> (£500)</p>		<p>KL</p> <p>KL</p> <p>KL</p>	<p>Feb 21</p> <p>Feb 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><i>Use NFER tests. Autumn term 1 use summer term assessments, autumn term 2 use autumn term assessments. Then complete termly tests and record assessments on TT/NFER QLA to identify gaps an on Insight to track performance.</i> (£500 + £500 BEPTrust)</p>		KL	Ongoing final analysis July 21
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Seagrave have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>Each class will receive two live video sessions – 1 with their 2019/20 teacher and one with their 20.21 teacher. New entrants to Seagrave will receive a selection of welcome videos, virtual tour and storytime with their new teacher, In addition the EYFS team will do doorstep drops with new starter information packs and activity packs. The team will complete a distanced hello with each family. Additional time is made to cover the teacher so that they can have a meeting with their new starter family in August so that the child is confident in joining.</i></p>		MC/KL	Ongoing

		(£1000)		
Total budgeted cost				£4500

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 be significantly more proficient when discussing and analysing a text. They will be able to comprehend better with particular improvement in inference. They will be confident readers and dips in reading attainment will be negated.	<i>6 weeks of intensive 1:1 support with a reading coach – KS2. Targeted pupils</i> <i>Additional visors purchased to enable intervention across phases.</i>	 Visors purchased and distributed. Staff are more confident when working 1:1 with pupils.	 JW KB	 Jan 21 October 20
<u>Intervention programme</u> Reading, writing and maths interventions will be planned with pupils being identified throughout the year via teacher assessment, data returns and QLA.	<i>Class teacher will design bespoke intervention sessions to be delivered by experienced teaching assistants. Additional teaching assistant to be employed to support the release of these TAs</i>		 KL/JW	 Ongoing – final analysis July 21
<u>Extended school time</u> All children are able to attend 6 week block of after school catch-up sessions. A further group of identified children will attend a further 6-week block of after school sessions. The attainment of the children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.	<i>All children will be offered a bespoke 6 week block to cover maths gaps. Gaps will be identified through data analysis and ongoing teacher assessment.</i> <i>Year groups will be split into small groups, sessions will be planned by the class teacher and teaching assistant for each class.</i>		 KL/JW	 Ongoing
Total budgeted cost				£6760

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. 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>Additional online learning resources will be purchased, such as sum dog, TT Rock Stars to support children reading at home. Show my homework will also be purchased to support home learning.</i> £1000		KL/US	Feb 21
	<i>Home-learning paper packs are printed and ready to distribute for all children. Exercise books to be purchased and set aside for children to take home when home-learning occurs.</i> £200		MC	Feb 21
<u>Access to technology</u> Teachers have laptops and additional webcams and microphones that allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children. All pupils have access to a device at home to engage in home learning	<i>Purchase of webcams and microphones</i> £257		KL/US	Feb 21
	<i>Current ipad and laptop stock to be reformatted to lend to pupils so they can access home-learning when needed. (technician time)</i> £200		KL/KB	Feb 21
<u>Summer Support</u> NA				
Total budgeted cost				£ 1657
			Cost paid through Covid Catch-Up	£7760
			Cost paid through charitable donations	£757

	Cost paid through school budget	£4400
		£12,917