

COVID-19 Catch-up Premium Report



Pennyman
Primary Academy

Summary Information

School	Pennyman Primary Academy				
Academic Year	2020-2021	Total Catch-Up Premium	£29, 040	Number of pupils	363

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.

In June 2020, a £1 billion fund for education was announced by the government. The catch-up premium is funded on a per pupil basis at £80 per pupil. This funding is based on the number of pupils in school and does not include Nursery children, meaning that Pennyman will be in receipt of £29,040 (363 x £80). The school has the job of deciding the best way to spend this money. Before allocating this money, we used the Ambition Institute Science of Learning CPD as well as the Education Endowment Foundation support guide to investigate evidence-based approaches to catch up for all children. We also worked with the other academies in our trust to share ideas and to build an evidence base.

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.

How we will use the funding

We are using this funding to support pupils to reduce the impact caused by lockdown, in line with the guidance on curriculum expectations for the next academic year.



Identified impact of lockdown	
Maths	Specific content has been missed during the summer term 2020 and the spring term 2021, leading to gaps in learning and stalled sequencing of learning. Recall of basic number skills has proven difficult with some children not able to recall addition facts as quickly as they previously did. Times tables need to be re-learned and practised regularly. Some calculation strategies need to be re-visited. (This information was gathered after our first baseline assessments in September 2020).
Writing	Children haven't necessarily missed 'units' of learning in the same way as maths, however, they have lost essential practising of writing skills. 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.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families due to the range of electronic books and paper based resources made available during lockdown. However, many children are less fluent in their reading, across all year groups. The gap between those children that read widely during lockdown and those children who did not is now wider.
Non-core	There are now significant gaps in knowledge – 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.
Well-being	As a result of the ongoing pandemic and the impact on our community, we have seen a significant increase in the numbers of vulnerable children.



Planned expenditure		
1. Teaching and whole-school strategies		
Desired outcome	Chosen action and anticipated cost	Impact
<p>Quality first teaching: Core subjects as well as foundation subjects are 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>Adhering to academy risk assessments, whilst maintaining children's curriculum entitlement virtually in order to access music, author visits and experiences.</p> <p>Support for teachers in their second year who missed the summer term of their NQT year. Experienced teachers to support, coach and mentor as necessary.</p>	<p>Ambition Institute CPD - Applying the science and climate of learning to build knowledge in the learner's long term memory through effective sequencing, retrieval and utilising prior knowledge, supporting excellent classroom teaching and assessment for learning. £3000</p>	
<p>Teaching assessment and feedback: Utilising baseline assessments to identify gaps in learning and adapt the curriculum accordingly.</p>	<p>Continue to subscribe and implement PiXL. £3000</p>	



Teachers and leaders understand what is the most important learning for each year group, giving the children the best chance to successfully continue their educational journey in 2020-21	Release time to allow SLT to attend STIT meetings to analyse curriculum provision, assessment and data. £700	
		Total budgeted cost £6700.00

2. Targeted approaches		
Desired outcome	Chosen action and anticipated cost	Impact
1:1 and small group tuition: Identify key marginal children through half termly pupil progress meetings to ensure a laser-like focus on progress measures with support from teacher educators.	Promotion of teaching assistant to HLTA £1250 Additional PPE (screens) purchased to enable intervention across year groups. £1000	
Extended school time: Children are able to access a weekly "after school" club (1hr per night) and school holiday club. The attainment/attendance of those identified children improves and effect of lockdown is becoming negated.	Sports leader, teaching and support staff run daily clubs and school holiday clubs. £2802	
		Total Budgeted cost £5052.00



3. Wider strategies		
Desired outcome	Chosen action and anticipated cost	Impact
<p>Blended learning (supporting parents and children): Children 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.</p> <p>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.</p>	<p>CGP, Collins and Schofield and Sims workbooks purchased. £4330</p> <p>Whole school subscriptions to the following on-line learning resources are allowing us to enhance our 'blended learning' offer: Sumdog, Classroom Secrets, Seesaw, Times Table Rock Stars and Spelling Shed. £3628</p> <p>Half termly home-learning paper packs printed and ready to distribute for all children, as well as stationery packs. £13,850</p>	
<p>Relationships: Strengthened communication with parents through weekly newsletter with relevant updates and academy information.</p> <p>Support children's well-being with clear and consistent routines and expectations across school.</p> <p>Adhering to government advice through risk assessments, ensuring children have their own</p>	<p>Signage (posters and floor stickers) £405</p> <p>Ventilation in Y4 area and across school where necessary. £5450</p>	



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individual space, work packs and have their own areas both within classrooms and at lunch and break times.		
Total budgeted cost		£27663.00
	Cost paid through Covid catch-up	£29040.00
	Cost paid through school budget	£10375.00