



Catch-Up Premium Plan Kennington CE Academy

Summary information

School	Kennington CE Academy				
Academic Year	2020-21	Total Catch-Up Premium	£28,560	Number of pupils	353

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.

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>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>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.</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.</p>
Reading	<p>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. The bottom 20% of readers are disproportionately affected.</p>
Non-core	<p>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.</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>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>Release time for subject leaders to develop their MLT plans to address gaps</i></p>	<p>Lockdown Jan 2021: Foundation subjects taught in the PM – plans have been adjusted to factor in the remote learning</p>	<p>JB Subject leaders Middle leaders</p>	<p>Feb-21 March 21 Feb-21 March 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>Implemented new assessment and "Hot" Marking Policy to lessen teacher workload, but increase impact on children's metacognition and resilience. Pixl used for testing and for remedies for small groups and individuals.</i></p> <p style="text-align: right;">(£4,000)</p>	<p>Lockdown Jan 2021: Staff are marking the work online with children- so feedback is immediate- breakout groups support the learning further. PPMs held in Dec and Jan and Pupil voice indicate that pupil's respond positively to the instant feedback.</p>	<p>LS/JB</p>	<p>July 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from the Feeder Infant school have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>Staff meetings and feedback sessions for teams across both schools to ensure that transition is smooth</i></p> <p style="text-align: right;">(£600)</p>	<p>Transition was held remotely from April until September. Year 3 children joined and settled very well. Dv teachers and Kennington teachers held remote handover and catch up sessions.</p>	<p>RH SH</p>	<p>Ongoing</p>
Total budgeted cost				

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency. 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.</p>	<p><i>HLTAs used to deliver phonics and reading programmes to individual children.</i></p> <p>(£2,000)</p>	<p>Lockdown 2021: Reading with individual children remotely and setting reading tasks is paramount.</p>	AH	<p>Feb 21 March 21</p>
<p><u>Intervention programme</u></p> <p>1:1 programme which supports those identified children in reinforcing their understanding of basic maths skills and application of number. 1:1 programme which supports those identified children in reinforcing their understanding of basic literacy skills.</p>	<p><i>Catch up teacher employed to deliver bespoke 1:1 programmes of learning for maths and English</i></p> <p>(£12,000)</p> <p><i>HLTA to deliver catch up programmes 1:1</i></p>	<p>Lockdown Jan 2021: Breakout groups were ran remotely during online learning to support pupils finding the activities challenging. SENCO and Booster teacher ran separate teams “live” lessons for pupils- by invitation</p>	LS/JB	July 21
<p><u>Nurture support for SEMH</u></p> <p>A structured programme of wellbeing interventions to support the emotional wellbeing of pupils.</p>	<p>Play therapist on day a week to work with vulnerable pupils Forest School provision 5 afternoons per week.</p> <p>Draw and talk 1-1</p> <p>(£3,000)</p>	<p>Lockdown Jan 2021 :FLO supported families remotely with well-being checks with the children. Forest School ran for the CW and V children in school.</p>	RH	Ongoing
Total budgeted cost				

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>Training and delivery of Microsoft 360 to allow for a platform for remote learning</i> <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>	Lockdown Jan 2021- school delivered “live” remote learning for all pupils – all day.	CS	Feb-21 March 21
		Lap tops were provided for pupils who required them. Learning pack photocopied and supplied for those who requested it. 90% of the school accessed remote learning. FLO made regular calls to those not accessing on a weekly basis.	GH	Feb-21 March 21
<u>Access to technology</u> Teachers have laptops that are equipped with webcams and 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 in the case of another full lockdown or isolation.	<i>Purchase 30 Chromebooks. Chromebooks can now be used by the children to support the curriculum. They can also be lent to parents to support home-learning if needed.</i>	Government provided 57 Chromebooks for vulnerable and PP pupils. These were distributed to pupils and some were lent to the local feeder school to support their remote learning.	CS CS	Feb-21 March 21 Feb-21 March 21
<u>Summer Support</u> NA				
Total budgeted cost				£28,600
Cost paid through Covid Catch-Up				£28,600
Cost paid through school budget				£40.00