



School	Cronton CE Primary School	Person responsible for planning spending, monitoring and evaluating impact of spending	S.Thomson
Number of pupils	210 (R-Y6)	Total Catch-Up Funding received	£16,600

Guidance	
<p>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.</p> <p>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 Y6.</p> <p>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.</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. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</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 ➤ Extended school time



<p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support
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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 have been 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>



What the grant will be spent on and for which children	Cost	Desired effect of this spending on the educational attainment of those pupils	How the effect of expenditure will be assessed	Impact – Spring review / Summer review.
Wider Strategies				
My on Accelerated reader for access at home – For all KS2 children – focus on bottom 20%	£1000	To improve outcomes in reading To improve confidence and fluency in reading To improve stamina and pace in reading	Comparable measure from A1 data to Summer 2 data Through Teacher assessment STAR testing through AR to measure accuracy pace and fluency.	Spring - All KS 2 children had access to My-on during Spring 1 lock down. This supported continuation of home reading. Summer Data - Reading saw an average improvement of 5.75 standardised scores overall
Oxford Owls – Access to reading at home for KS1 & EYFS children – focus on bottom 20%	£800	To improve outcomes in reading To improve confidence and fluency in reading	Comparable measure from A1 data to summer 2 data EFS tracking from A1 to summer 2 Tracking through Oxford Owls on-line system	All EYFS and KS1 children had access to Oxford Owls to support home reading during Spring lockdown. Summer Data Reading saw an average improvement of 5.75 standardised scores overall
Recovery Curriculum – Core and Foundation subjects.	£3000	Gaps in foundation subjects are taught through a planned recovery curriculum in each Core and foundation subject. Subject leaders design recovery plan and monitor implementation by class teachers. Termly monitoring of teaching & learning across the school in each subject.	Collation of unit assessments to identify children who are not meeting expected level. Liaison with class teachers.	All subject leaders were able to monitor subject areas during Spring lockdown. This showed good alignment to planned curriculum. Engagement across classes and subjects was variable and monitored on a weekly basis. Low engagement was addressed through staff telephone calls to Parents.
Small group and 1:1 strategies.				
Small group tuition – Y6 led by SM – one morning a week. Led by JD from Spring Term	£3,600	Reading - Improved outcomes in reading. Identified children will have significantly increased rates of reading fluency and vocabulary. They will be able to comprehend reading better as a result of being able to read at pace without	Comparable measure from A1 data to Summer 2 data Through Teacher assessment and liaison with Class teacher. Case study	This ran throughout the Autumn Term and provided small group tuition to Y 6 pupils. End of Autumn Term data showed these children had made progress through the term. Autumn: Child 1(MS) – RWM – 96,91,90 Exp progress



		<p>spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p> <p>Writing – Improved outcomes in writing. Gap analysis in writing formation, oral rehearsal and sentence reconstruction. Focus on reading into writing and composition. Gap analysis of GPS in order to meet expected level. Children are more confident and gain independence in the writing process.</p> <p>Maths – Improved outcomes in maths. Gap analysis and targeted intervention work designed by tutor supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>		<p>Child 2 (OC) – RWM 97, 91, 94 Exp progress Child 3(JD) RWM – 90, 91, 100 Exp progress Spring: Due to Lockdown this was not completed Summer Maths – Child 1 - +3 score Exp progress Child 2+ 1 score Exp Progress Child 3 +9 score Better than exp progress</p>
<p>1:1 Tuition – Led by PK Phase 1 – 6 children identified Y1-Y5 – 1 session a week. Phase 2 – 6 children identified Rec-Y5 – 1 session a week.</p>	£3750			<p>This work commenced in the Autumn Term but stopped due to Spring lockdown. Those children who were attending school during the lockdown were identified by class teacher for support through the Autumn data and tutor amended provision accordingly. Spring: Through the Spring Term during lockdown, those children attending school as key worker children received on-going tuition.</p>
<p>Small group tuition – Led by PK Phase 1 - 13 children Y1-Y5 – 1 session a week. Phase 2 – 10-15 children Rec-Y5 – 1 session a week.</p>	£4500			<p>After Lock down in Spring Term PK commenced 1:1/ 1:2 and 1:3 sessions with 23 children 1 or 2 short sessions per week from Y1-Y5</p>
<p>1:1 tuition – Led by SM – 1 child 38 weeks.1 session a week.</p>	£980			<p>SM left at the end of the Autumn term. Her work had supported 1 Y5 child throughout the term Data for Autumn showed – Child 4 (MC) – RWM 87, 91, 80, EXP progress in RW – less than exp progress Maths</p>



				Spring – This work was picked up by PK as child attended school during lockdown. Data for spring showed RWM 81, 91, 73 and less than expected progress in reading & maths
National Tutoring Partner 15 hours of 1:1/1:2/1:3 tutoring in English and/or Maths	£3740			After lockdown in the Spring term I commissioned Conexus to complete 15 hours of tutoring remotely for 44 children from Y2-Y6. Children were selected based on those not making expected progress from initial assessments on return after lockdown. This is due to finish before the end of the summer term. Evaluation will take place.
<p>Overall Impact: See impact of tutoring report for individual children- Tutoring delivered by Conexus through NTP and in school tutor. Cost £3500. Significant gains in maths – with all but 2 children making progress. On average children progressed 8.1 standardised scores with NTP in maths. Reading saw an average improvement of 5.75 standardised scores overall. Less impact seen in Y4. 4 children regressed overall.</p>				
PK – Planning & Prep time	£750			
SM/ – Planning & Prep time				
TOTAL	£22120			
School Budget	£5520			
CV19 Catch up fund	£16,600			