



# Covid-19 Catch-up Premium Plan



## Summary information

<b>School</b>	Glascote Academy				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£20,080	<b>Number of pupils based upon</b>	251

## 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.

Primary 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 Year 6

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	EEF Recommendations
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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.

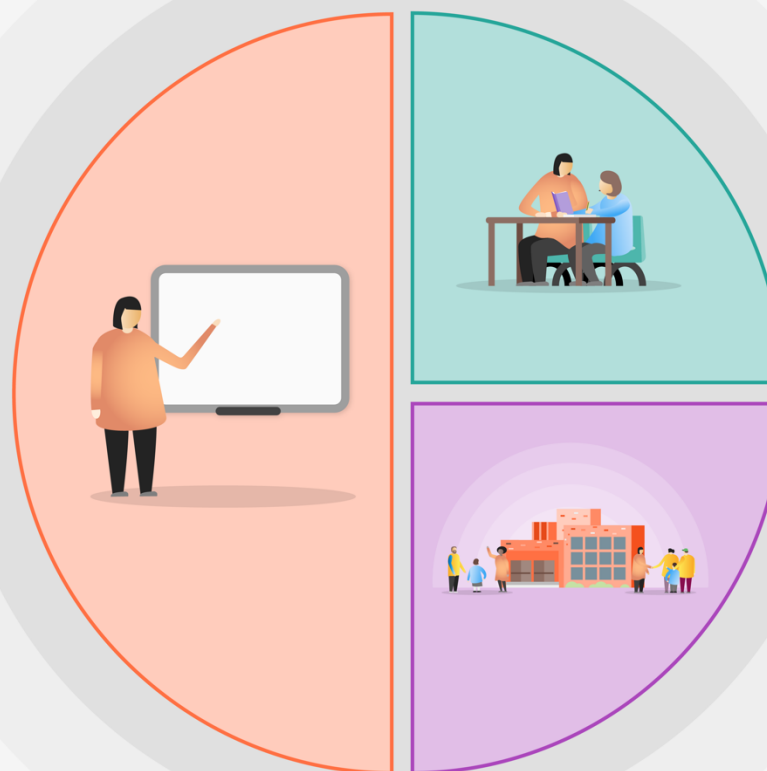
To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students. As a school, we have used this document to help us direct our additional funding in the most effective way for our unique context.

- 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



## 1 Teaching

- Frequent low-stakes testing (Maths) to ensure all students, and in particular disadvantaged students, experience success, celebrate the acquisition of knowledge, and identify gaps
- Whole school implementation of EEF Metacognition Guidance
- A broad and engaging curriculum that focuses on vocabulary acquisition, outdoor opportunities and a love of learning
- Whole class reading approach with clearly defined formative assessment practices to ensure application of VIPERs
- Development of Maths through CPA approach
- Microsoft Teams used as a platform for Remote Home Learning that follows the sequential learning pattern of the day/week with feedback provided by teachers/TAs. Initial preparation to coach children in their use of the software.



## 2 Targeted academic support

- Provide parents with additional support materials through purchase of CGP book bundles for years 1 to 6 inclusive
- In-lesson intervention.
- Additional staffing for TA led focused intervention with identified year groups
- Deployment of TAs for afternoon intervention in key skills
- Implementation of NELI to identified pupils in EYFS and Y1

## 3 Wider strategies

- Time spent on mental health, wellbeing and social skills development through use of:
- Extensive outdoor learning provision.
  - Additional staffing for TA led nurture group for wellbeing
  - Resources for enhancement of outdoor learning – wellbeing, positivity and readiness to learn
  - Wider experiences - online pantomime, workshop and Q&A session (all year groups)