

## Summary information

<b>Link Academy Trust</b>	Bearnese Voluntary Primary School				
	Broadhempston Village Primary School				
	Cheriton Bishop Community Primary School				
	Diptford Parochial Church of England Primary School				
	Drake's Church of England Primary School				
	Harbertonford Church of England Primary School				
	Hennock Community Primary School				
	Illington Church of England Primary School				
	Landscape Church of England Primary School				
	Moretonhampstead Primary School				
	Otterton Church of England Primary School				
	Stoke Gabriel Primary School				
	Tedburn St Mary School				
	Widecombe-in-the-Moor Primary				
	Yeoford Community Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£95,600	<b>Number of pupils</b>	1195

## 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 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.

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Use of Funds (DfE Guidance)		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 <a href="#">curriculum expectations for the next academic year</a>.</p> <p>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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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><b>Teaching and whole school strategies</b></p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Supporting remote learning</li> </ul> <p><b>Targeted approaches</b></p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Planning for pupils with Special Educational Needs and Disabilities (SEND)</li> </ul> <p><b>Wider strategies</b></p> <ul style="list-style-type: none"> <li>➤ Supporting pupils' social, emotional and behavioural needs</li> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> </ul>
Identified impact of lockdown		
<b>Maths</b>	<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 maths assessments.</p>	
<b>Writing</b>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practicing of writing skills. SPaG 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 lack of fluency in their ability to write.</p>	
<b>Reading</b>	<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. 1/3 of Year 3 entered without passing KS1 Phonics screening.</p>	
<b>Non-core</b>	<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 memorable curriculum moments.</p>	

**Rationale:**

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At the Link Academy Trust, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children's academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

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				
EEF recommended strategy	EEF Rationale	Specific implementation at the Link Academy Trust	Cost	Expected impact
<b>Supporting great teaching</b>	Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning	All 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.  Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths to support understanding.	Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA. <b>£1000 per school</b> Purchase additional Resources for across the curriculum 15 x £300 x 3 <b>£13,500</b>	Knowledge gaps will be identified and planning adapted to address these. This will ensure that attainment across the Curriculum is maintained and pupils attain inline with National Expectations.
<b>Teaching assessment and feedback</b>	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.	Staff to revisit 'live' marking CPD. Support to be given to new staff to support implementation Develop assessment of Foundation subjects in order to identify gaps. Teachers to have opportunities to assess foundation subjects. Subject leaders to revisit progression grids to adjust curriculum map accordingly. Frequent low-stakes testing to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge. Assessment cycle to be revisited and NFER tests along with online tool will be used to identify gaps and offer standardised score.		The use of manipulatives in Maths will ensure that children are able to use concrete aids to build their understanding of abstract topics. Maths outcomes do not widen because of Covid and evidence of outcomes continue to improve across the school.  Ensuring effective feedback is given to pupils will enable them to identify areas for development and make improvements. Analyses of assessments will identify gaps and inform future planning. This approach will support in closing gaps in R/W/M - Data will evidence this.

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<b>Supporting remote learning</b>	<p>Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning. EEF suggests that when implementing strategies to support pupils' remote learning, or supporting parents to do so, the key things to consider include:</p> <ul style="list-style-type: none"> <li>• Teaching quality is more important than how lessons are delivered</li> <li>• Ensuring access to technology is key, particularly for disadvantaged pupils</li> <li>• Peer interactions can provide motivation and improve learning outcomes</li> <li>• Supporting pupils to work independently can improve learning outcomes</li> <li>• Different approaches to remote learning suit different tasks and types of content</li> </ul>	<p>Prepare personalised learning activities and share with parents in collaboration with class teacher. Learning feedback will be shared regularly.</p> <p>Should there be multiple pupils in the same year groups isolating for individual reasons, live lessons will be delivered daily. Should a bubble close, live lessons will be delivered as per a 'typical' school day.</p>		<p>By ensuring prompt and relevant remote learning is accessible, any gaps that children experience in their learning due to absence will be minimised and data will evidence that predicted targets end of year targets will be achieved.</p>
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**ii. Targeted approaches**

<b>EEF recommended strategy</b>	<b>EEF Rationale</b>	<b>Specific implementation at the Link Academy Trust</b>	<b>Cost</b>	<b>Expected impact</b>
<b>One to one and small group tuition</b>	<p>High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</p> <p>Providing additional out-of-class support after lessons can help to close gaps and/or deepen understanding. It may again be useful to look back at previous years' steps to support this</p>	<p>White Rose Maths – catch-up programme for intervention</p> <p>Reading VIPERS &amp; Accelerated Reader</p>	<p><b>£0</b></p> <p>Resources in place</p>	<p>By increasing targeted time spent reading/supporting maths 1:1, data analysis will indicate gaps in reading/maths progress will close.</p>

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<p><b>Intervention programmes</b></p>	<p>Generally, the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a 'best bet' and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils. We suggest schools should adopt one or two well-chosen, and well- implemented, TA-led interventions, judiciously used to complement and extend class-based teaching and learning.</p> <p>In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</p> <p>Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks). Staff receive extensive training from experienced trainers or teachers.</p>	<p>Daily 1:1 reading with targeted children (additional books purchased – see parent section)</p>	<p>Accelerated reading Resources in place <b>£0</b></p>	<p>By providing maths and reading catch-up interventions for identified children in the afternoons, data analysis will indicate gaps in maths and reading to close and progress to accelerate.</p>
<p><b>Planning for pupils with Special Educational Needs and Disabilities (SEND)</b></p>	<p>Creating a positive and supportive environment that promotes high standards and positive relationships can help ensure pupils can access the best possible teaching. Consistent routines are important for behaviour in school and this proactive approach to behaviour will support all pupils, including those with SEND.</p> <p>An important principle for teachers in managing behaviour is to get to know and understand each pupil, supporting them in the self-regulation of their behaviour. Self-regulated learners can see larger tasks as a series of smaller more manageable steps. Pupils will need teachers, teaching assistants or tutors to scaffold self- regulation to support them in organising equipment, their time and remembering routines.</p>	<p>Regular SEND Reviews ensures teachers are fully aware of pupils and their individual needs. Personalised plans and the systematic approach of the SENDCo ensures provision is implemented and needs met.</p> <p>Within both SEND Reviews and PPMs, pupils and their needs are discussed. Targets are identified and strategies/support put in place to ensure the delivery is both efficient and effective. The provision map evidences pupils, their need, targets and the interventions/support planned. This document is then shared with all staff on a 'need to know basis.'</p>	<p>Additional hours delivering Forest School / IIH sessions <b>£5,000</b></p>	<p>By ensuring a personalised approach to interventions and support given to those children with complex needs, analysis will evidence PIP targets will be achieved.</p>

## iii. Wider approaches

EEF recommended strategy	EEF Rationale	Specific implementation at the Link Academy Trust	Cost	Expected impact
<b>Supporting pupils' social, emotional and behavioural needs</b>	<p>A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs. Understandably, the impact of Covid-19 closures means many schools are revisiting their approach, to secure support in readiness for this new school year.</p> <p>As most children will change teachers in September, valuable transition information will need to be supplemented with a sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs. Once more, meaningful and manageable assessment will be crucial.</p>	<p>Purchase and implementation of jigsaw. Teachers were involved in planning for well-being approaches within their classrooms, guaranteeing their preparedness, as well as enthusiasm. Ongoing CPD and support for staff ensures they embed changes in their practice. The transition and recovery curriculum will be grounded in evidence-informed approaches that have proven to be effective within our context. This will be delivered within timetabled lessons, and, crucially, within everyday practices.</p> <p>Additionally, staff will use a range of strategies, including the use of a feelings chart to support identifying emotions, regular practice of calming tools such as deep breathing, using stories to examine character's feelings through reflective questioning, and using consistent approaches to solving problems and setting goals are central to our approach.</p>	<p>Jigsaw <b>£9675</b></p> <p>Additional hours for ITH <b>£2,500</b></p>	<p>Our approach will be holistic, supported by the physical environment which is aesthetically pleasing and calming to the eye. Carefully designed classrooms include 'safe spaces' and areas to support physical well-being. Visual cues in the classroom, such as feelings vocabulary, self-regulation strategy posters and 'calm down kits', offer handy reminders for pupils and staff.</p> <p>Our explicit approach means that we are well placed to manage pupils' return to school in the coming academic year.</p> <p>Exclusions/'stages' will not increase despite pupils' absence from school during 'lockdown.' Data analysis will indicate pupils generally remain behaving positive.</p>

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<b>Access to technology</b>	'Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.	The purchase laptops/tablets for use in school and at home for those with no access.  Redistribution on current devices to provide a balance across the Trust.	<b>£65,000</b> to provide a device per Year 6 pupil	By ensuring that children have access to quality maths and spelling practice at home, supplementing the learning they are doing in school with challenges and tasks set by the teacher at their level, data analysis will indicate there is evidence of accelerated progress in maths and spelling.
<b>Supporting parents and carers</b>	Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.	Parents have the opportunity to email all class-based teachers to communicate concerns. This communication can take place outside of the working day to meet their needs. It is agreed however, teachers will respond within their working day.		By promoting a meaningful relationship between home and school, parents as partners will be encouraged. Parent questionnaires will indicate that parents will feel involved and more confident in being able to support their child's education.
<b>Total Spending</b>			<b>£110,675</b>	
<b>Total Funding</b>			<b>£95,600</b>	
<b>Trust Subsidised Funding</b>			<b>£15,075</b>	