



### Tree Tops Primary Academy Covid Catch-up Premium Strategy 2020

Identified Priority	Identified cohort (if appropriate)	Lead	Strategic Intervention	Intended Outcome	RAG Rating April 2020	RAG Rating July 2020
The acquisition of reading and writing skills in KS1	KS1	KS1 Lead	Employing an additional LSA to enable support in driving progress in key stage 1. As well as providing support, the LSA will release the KS1 Lead 4x week for one hour a day to carry out targeted intervention.	Gaps in learning and understanding in reading and writing are diminished and children are able to read and write independently.		
Provision of additional reading resources	Whole school	English Lead	Purchase of new reading books to support progress in reading including books linked to phonic knowledge for early readers.	Reading resources support the specific age related expectations linked to the national curriculum, including phonics.		
Provision of software to support teaching and learning in English	KS2	KS2 Lead	Targeted support from LSA Purchase of new resources/software to increase progress and diminish gaps in learning in reading and in writing	Gaps in learning and understanding in reading and writing are diminished and children are able to read, spell and write age appropriately.		
	<b>Total</b>	<b>£9861</b>				

### Summary information

<b>Academic Year</b>	<b>2020-21</b>	<b>Total Catch-Up Premium</b>	<b>£9861</b>	<b>Number of pupils</b>	<b>277</b>
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### 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. 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**

<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>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>● Supporting quality first teaching</li> <li>● Pupil assessment and feedback</li> <li>● Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>● One to one and small group tuition</li> <li>● Intervention programmes</li> <li>● Extended school time</li> </ul>
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Impact of lockdown identified from baseline assessments	
<p><b>Maths</b></p>	<p>Specific content has been missed, leading to gaps in learning.</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 the baselines.</p>
<p><b>Writing</b></p>	<p>Pupils have lost essential practising of writing skills. Specific GPaS knowledge has suffered, leading to lack of fluency in writing. Those few who maintained writing throughout lockdown are less affected, however, the majority of pupils who evidently did not maintain their writing, are having to work hard on improving writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>

<b>Reading</b>	Some pupils accessed reading during lockdown via MyOn online learning. However, across the academy, pupils are less fluent in their reading and the gap between those children that read at home and those children who do not is now increasingly wide.
<b>Wider curriculum</b>	<p>There are now significant gaps in knowledge – whole areas of work have not been taught meaning that pupils 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.</p> <p>Children have also missed out on the curriculum experiences e.g. trips, visitors and enriched curriculum moments.</p>