



Catch-Up Premium Plan Coupe Green Primary School



Summary information

School	Coupe Green Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£ 11,040	Number of pupils	148

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 in years Reception through to Y11.

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. As we follow the White Rose Schemes of learning, it is easy to identify the missed learning from the previous year. This has been addressed by adding in recap lessons which allows the teacher to cover missed key objectives, in order for the children to progress through the new content.</p> <p>Recall of basic skills has remained strong – children are able to recall addition facts, times tables and have not forgotten calculation strategies. This is reflected in arithmetic Teacher 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. Children's writing stamina was particularly impacted and handwriting was really affected during lockdown. Specific knowledge in grammar and punctuation has not been applied consistently during home learning or reinforced by parents. This has affected writing outcomes.</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. The gap between those children that read widely and those that don't is increasing and whilst interventions have begun these will take time to have impact and close the gap. During lockdown and since returning in September, children have been able to access online books via the Bug Club website. The website contains a plethora of books for different age ranges so that the children are able to practise their reading and improve their reading fluency at home as well as at school. This is an established platform used in school pre-Covid19 and parents are familiar with how to use the website.</p>
Non-core	<p>Teachers continued to provide a broad curriculum for children during both periods of home learning however practical tasks were much harder to set remotely. Due to this, there are now significant gaps in knowledge and skills. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. The standard of work in books is to be admired with gaps addressed when they are identified.</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. Informal baseline assessments upon return to school will help identify gaps and planning will be adapted accordingly.</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p style="text-align: right;">(£1,000)</p>		SLT	
<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>Interventions planned, reviewed and adapted at regular intervals throughout the year. A greater emphasis on reacting to needs immediately and emphasis on morning tasks to develop pupils' basic skills. Teachers to liaise with parents to identify gaps from daily teaching. Implement termly assessment tests to identify gaps and inform future planning in maths and English.</i></p> <p style="text-align: right;">(Tests already purchased)</p>		HT	
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Coupe Green have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>An additional staff member employed for Autumn term to support transition and PSED/CL needs – primarily in EYFS.</i></p> <p><i>A virtual tour of Coupe Green Primary School is arranged and shared with all new-starters on the website.</i></p> <p style="text-align: right;">(£2511)</p>		HT	
Total budgeted cost			£ 3,511	

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency and prosody. 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.	<i>Fast Track phonics implemented for identified pupils in Year 2</i> <i>Daily phonics / spelling catch-up (Bounce Back Phonics)</i> <i>Daily spelling starts in lessons</i> <i>Knock-Knock Reading</i> <i>Extra adult employed to deliver phonics catch up sessions.</i> <i>(£5,400)</i>		JL JB KH	
<u>Intervention programme</u> An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.	<i>Existing adult employed 2x days per week (Summer 1 and 2) to deliver targeted intervention.</i> <i>Quality first teaching</i> <i>(£1920)</i>		SLT LM SC	
Total budgeted cost				£7320

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u>				

<p>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.</p>	<p>Additional online learning resources will be purchased, such as TT Rockstars, Spelling Shed, Ed Shed to support children at home. (£350)</p> <p>EvidenceMe learning platform (linked to 2Simple) purchased and utilised to communicate and evidence remote learning. Children/parents communicate directly with teachers and upload work. (£600)</p>		<p>JB JL</p> <p>SLT</p>	
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p>	<p>Existing school laptops set up and used to enable pupils without devices to access remote learning during periods of isolation. (Use of existing stock – no cost)</p>		<p>SLT</p>	
				<p>£950</p>
Total budgeted cost				<p>£11,781</p>
		Cost paid through Covid Catch-Up		<p>£11,040</p>
		Cost paid through charitable donations		<p>£0</p>
		Cost paid through school budget		<p>£741</p>