

Catch-Up Premium Plan

Grove Road Community Primary School

| Summary information | | | | | |
|---------------------|-------------------------------------|------------------------|---------|------------------|-----|
| School | Grove Road Community Primary School | | | | |
| Academic Year | 2020-21 | Total Catch-Up Premium | £23,600 | Number of pupils | 303 |

| 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 11.</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 |
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| <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.</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 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 |

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 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. Phonics progression across EYFS and KS1 has suffered.</p> |
| Wider Curriculum | <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> |

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 subject 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.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports a mastery approach</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;">(£1000)</p> <p><i>Purchase additional manipulatives for EYFS/KS1</i></p> <p style="text-align: right;">(£1000)</p> | | <p>CP/CH</p> <p>CV</p> | <p>Feb 21</p> <p>Feb 21</p> |
| <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>Complete half-termly assessments and record on Scholarpack to identify gaps to track performance. Licenses for IXL, TTRS, Sumdog, Accelerated Reader, no More Marking writing Assessment.</i></p> <p style="text-align: right;">(£3500)</p> | | <p>CP/CH</p> | <p>July 21</p> |
| <p><u>Transition support</u></p> <p>Children who are joining Grove Road have an opportunity to become familiar and confident with the setting</p> | <p><i>Virtual tour, assemblies and celebrations produced and shared on school YouTube channel shared with all new starters.</i></p> <p><i>Phone consultations for new parents joining EYFS with class teachers.</i></p> <p><i>Additional classroom provision space for KS1 to mirror EYFS provision</i></p> <p><i>Additional Teaching Assistant hours for KS1 classes and KS1 Leadership time</i></p> <p style="text-align: right;">(£500)</p> | | <p>SB</p> <p>JK/CV</p> | <p>Ongoing</p> |
| Total budgeted cost | | | | |

| 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>Phonics Lead and Reading Champion appointed to lead the high profile reading this year.</i> <i>Additional release time and training to support the delivery of the reading curriculum</i> (£1000) | | | Feb 21 Feb 21 |
| <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>Experienced qualified teacher to deliver interventions confidently (inclusive of entry and exit data).</i> Teacher (£10,100) HLTA (£4,400) | | CP/CH | July 21 |
| <u>Extended school time</u> Identified children are able to access a weekly catch-up club (1 hr). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process. | <i>KS1, LKS2 and UKS2 phases will identify 10 children within the phase that require additional intervention. The cost of a teacher and TA per club and snacks for the children is made available.</i> (£2000) | | CV/CH/SB/CP | Ongoing |
| Total budgeted cost | | | | |

| iii. Wider Strategies | | | | |
|---|--|------------------------|---|-----------------------------|
| Desired outcome | Chosen action/approach | Impact (once reviewed) | Staff lead | Review date? |
| <p><u>Supporting parents and carers</u></p> <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>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p> | <p><i>Additional online learning resources will be purchased, such as Bug Club, Pobble, Phonics Play to support children reading at home.</i></p> <p><i>2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i></p> <p style="text-align: right;">(£1000)</p> | | <p>CP/SB/ JK/CH/CV</p> <p>CH</p> | <p>Feb 21</p> <p>Feb 21</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>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p> | <p><i>Additional Chromebooks/tablets to be purchased. They are to be used to further support online access to resources for the children accessing extended school time or to support home learning. Chromebooks can now be used by the children to support the curriculum.</i></p> <p><i>Donations</i> <i>(£3000)</i></p> | | <p>CP/DP/SM</p> | <p>Feb 21</p> <p>Feb 21</p> |
| <p><u>Summer Support</u></p> <p>NA</p> | | | | |
| | | | Total budgeted cost | |
| | | | Cost paid through Covid Catch-Up | |
| | | | Cost paid through charitable donations | |
| | | | Cost paid through school budget | |
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