

Catch-Up Premium Plan

Summary information

School	The Howard Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£4,640	Number of pupils	58

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 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.

Priorities

Our priority is to welcome back all of our children safely, ensuring that they are happy to be back in school. We aim to mitigate the effects of the disruption to learning and ensure that all pupils 'catch up' with any lost learning and continue to make 'rapid progress' throughout the academic year.

Key priorities

- Nurture- building relationships, establishing routines and structures
- Catch up program for English and maths- addressing lost learning
- Ensure that all pupils have access to a full, rich and varied curriculum

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, and to build upon 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.</p> <p>Children have accessed home learning at different levels and to differing degrees of success. Vulnerable groups have not accessed learning to the same level as others causing the gap to widen.</p>
Writing	<p>Children have lost essential practising of writing skills. Assessments show that grammar, punctuation and spelling have particularly suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently did not write much and instead increased their use of technology, have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Handwriting, basic punctuation and writing stamina are key areas in our catch up programme.</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. However, children are less fluent in their reading and pupils' understanding and comprehension is generally weaker. The gap between those children who read widely and those children who do not, has widened.</p>
Curriculum	<p>There are now significant gaps in knowledge, with whole units of work that have not been taught. This means 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. This is particularly the case in History and RE. Children have also missed a variety of curriculum enhancement/experiences e.g. trips, visitors and WoW moments. Social and emotional support has been identified as a key priority due to the lack of interaction with peers over lockdown. Anxiousness about returning to school is also a key priority.</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> <ul style="list-style-type: none"> Establish (re-establish) expectations and revisit basics Maths taught as discrete year groups using the White Rose programme (use of HT and Teaching assistants) Use of White Rose Maths booklets, which align with the online learning. This will mean that if pupils have to self-isolate or if a bubble is sent home, learning for maths will be seamless Weekly Big Maths including 1:1 intervention for all children as additional lessons Use of warm ups to address and keep revisiting objectives and key learning from previous year- flash forward 4 in maths and create own for English and other areas of the curriculum. Parents focus on reading (5 times), spellings (Spelling Shed) and times tables (TTRS) CGP homework for Year 6 from week 1 After school booster sessions for targeted Year 6 pupils 3 x weekly 1:1 and small group catch up programme across school for children with identified needs Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths. These have been updated in line with our maths schemes of work. 	<p>TA/Headteacher (HT) support for mixed year groups to allow teaching of single year groups throughout the week using White Rose Approach. 1 TA- 1hourx5days (£2850 school Budget) 1 TA- 1hourx5days (£2850 school Budget) 1 HT- 1hourx5days (School Budget)</p> <p>Daily small group/1:1 intervention for individual/specific needs across the school (2xTAs x1hr per day 3 days a week for 10 weeks and Teacher 13 hours x3 weeks (£2551.50 catch up funding)</p> <p>Purchase additional manipulatives for White Rose maths (£500 PTFA contribution)</p> <p>CGP Books for English and Maths (Years 2 and 6) (£220 catch up funding)</p>		<p>RM</p> <p>RM/HJ/SS W</p> <p>HJ</p> <p>RM</p>	<p>July 21</p> <p>Half termly</p> <p>Jan 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>Purchase and completion of NFER End of Year Assessments (£450 from Budget)</p>		<p>RM/office</p>	<p>July 21</p>

<ul style="list-style-type: none"> • KS2 PM benchmarks- to baseline reading book band (home readers) and highlight gaps in comprehension • KS1 Phonics- to highlight phases and specific sounds in which to focus • Spelling assessment of previous phases' key words- target cards for pupils • Big Maths and Timetables Rock stars- baseline and teach gaps • W/C 12/10/2020- use of NFER assessments from Summer Term e.g. Y5 to complete NFER Summer Y4 etc. Y2 and Y1 to complete another phonics assessment but then use teacher assessment for writing and maths. (If the class teacher is unsure then they could use PM benchmarks for reading). • Identify pupils, groups and focus for targeted intervention. The aim of the intervention is to address gaps. • End of unit White Rose maths assessments • Ongoing formative and summative assessment each half term. 	<p>Purchase of White Rose maths workbooks to ensure high quality maths delivery and a consistent approach through home learning.</p> <p>(£900 total £680 catch up funding £220 school budget)</p>			
Total budgeted cost				£ 10,321.50

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition/intervention programme</u></p> <p>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.</p>	<p><i>Maths and Reading CPD to upskill staff in most effective pedagogy.</i></p> <p>(£250 School Budget)</p> <p><i>NTP- Connex tuition programme for maths and reading in KS2</i></p> <p>(75 hours at subsidised rate of £12.25 per hour, £918.75 Catch-up funding)</p> <p><i>Additional PPE purchased to enable staff to provide safe intervention.</i></p> <p>(£100 School Budget)</p> <p><i>Outdoor Learning/nurture school sessions across school meaning cover/release time needed.</i></p>		<p>RM/SLT</p> <p>HJ</p> <p>Office</p> <p>GC</p>	<p>Feb 21</p> <p>July 21</p> <p>March 21</p> <p>July 21</p>

	<i>(£320 for Autumn term- catch up funding)</i>			
Total budgeted cost				£1,588.75

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> 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. 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.	In the event of bubble closure, home-learning paper packs to be printed and ready to distribute for all children. <i>£300 from budget</i>		RM	Feb 21 Then after any further closures
<u>Access to technology</u> Staff to complete online training for Google Classroom to allow high quality online teaching. 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.	<i>(£400 through school budget)</i> <i>(TBC paid from budget)</i>		JW/JD RM	June 21 Feb 21
			Total section budgeted cost	
			£700	
			Budgeted cost	
			12,610.25	
			£4640	

		(Based on £80 per child)
	Cost paid through Covid Catch-Up	£4680
	Cost paid through charitable donations	£500
	Cost paid through school budget	£7,470.25