

Kenilworth Primary School

Catch-Up Premium Plan



Summary information					
School	Kenilworth Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£13,512	Total Number of Pupils	205

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 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.

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</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
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catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

Maths

Specific content has been missed, leading to gaps in the pupils learning. Recall of basic skills – and times table recall and, number bonds have been identified as a focus as children have not been practicing these necessary recall skills. Calculation strategies and revision and understanding of how number can be manipulated – for example through partitioning, bridging 10 etc have been impacted for pupils. This is reflected in arithmetic assessments carried out after the first lockdown.

There has also been a clear impact on fluency during the first lockdown. The children's lack of confidence in reasoning and needing support to apply their understanding within problem solving was evident as children returned to school in September 2020. The impact of the second lockdown will be assessed once the children return to school although engagement in online learning has been high. with 80-90% of children completing the maths work set. Teachers have been available during the day for regular feedback and encouragement. This has also meant that teachers have been able to address any misconceptions immediately whilst providing regular challenge.

Literacy

Children haven't necessarily missed the direct teaching of 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills during the first lockdown. During the second lockdown we have been mindful of this and set pieces of work to encourage independence however children's stamina for writing has been affected during this period, alongside a clear impact on children's basic skills, handwriting, punctuation and grammatical accuracy. Children need the support and encouragement to have the confidence to explore their creativity, with children after the first lockdown finding it more difficult to apply their skills to influence the reader and the connectiveness within the curriculum.

Although nearly 100% of children have accessed online reading during the second lockdown, there has been a clear impact on children's reading stamina and their ability to unpick a text through answering questions this became evident after the first lockdown. Big cat e-books during the second lockdown has seen an increase again in children accessing online reading. We have identified the strengths of our song of sounds program in ensuring most children did not 'slip back' during lockdown, however, they need further practise with applying sounds to decode words and to apply these sounds in their writing.

<p>Non-core</p>	<p>There are now specific gaps in knowledge – whole units of work have not been taught through direct classroom teaching however during the second lockdown the communication between teacher and pupil has been strong. Live direct feedback sessions during the day have helped address some of the misconceptions and again provide challenge. However due to the impact of missing whole units of work during the first lockdown pupils have been 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. The children’s cultural capital has been impacted upon because, as well as missing out on curriculum experiences e.g., trips, visitors, and school events such as sports day, they have also missed the direct classroom feedback within the lesson. Children have also missed out on singing and regular timetabled physical education as well as the Daily Mile and break/lunchtime physical activities.</p> <p>Children appeared to regress in the first lockdown specifically with their fine motor skills (e.g., cutting) although opportunities for physical activities and fine and gross motor development were planned for within the second lockdown. We have also noticed that children have lost a lot of their stamina and core strength, appearing to be unhealthier during PE lessons and at break time.</p>
<p>Other</p>	<p>Professional discussions with staff have found that there have been other implications for the children not attending school. Teachers are focusing on developing the pupils coping strategies to deal with challenging situations. Activities will be planned into the curriculum to support children to develop resilience and stamina and allow for ‘talking opportunities’, whilst continuing to develop a growth mindset. Interventions will be implemented through well planned nurture groups.</p> <p>Our youngest children in Early Years returned to school with a significant decrease in independence and self-care skills, including toileting, dressing and turn taking/sharing. Embedding the prime areas through the characteristics of effective learning have been a focus since reopening the nursery in the Autumn term.</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	Resources	Impact (once reviewed)	Cost	Review date?
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a noticeably clear understanding of what gaps in learning remain and use this to inform assessment for learning. Curriculum co-ordinator to create missed learning document identifying the missed learning across all foundation subjects.</p> <p>Clear and concise action plan drawn up by each subject leader to address gaps within the learning after the second lockdown.</p>	<p>Missed learning document.</p> <p>Training for subject leaders within each of the core subject areas.</p> <p>Bridging the gap resources</p>		£0	Dec 2020
<p>Purchase 'Back on Track' resources from Herts for Learning to support teachers with planning and assessing English and Maths in light of missed learning. Training from Herts for Learning advisors to support staff with delivering this program.</p>	<p>Back on Track English Resources</p> <p>Back on Track Maths Resources</p> <p>Herts Advisors Time</p> <p>Support and training for individual teachers to develop their skills in precision teaching and interventions</p>	<p>£255</p> <p>£255</p> <p>£3438</p>		Dec 2020
<p>Google classroom used effectively during Google classroom used as a resource for homework to train parents and pupils on how to use the system while in person support is available.</p>	<p>Google classroom now fully operational.</p>		£0	Oct 2020

Total budgeted cost				£ 3948

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Cost	Review date?
<u>1-to-1 and small group tuition - Literacy</u>	Intervention tutors recruited through EM Tuition. Tuition purchased for pupils in Years 3 – 6		£6142.50	
Programme of Catch up intervention across Early Years and Key Stage 1 following initial baseline assessment in reading, phonics, writing and maths	<ul style="list-style-type: none"> • Phonics catch up interventions in Reception and Year 1 • Training from EYFS advisor in how to develop an effective intervention programme. • Project X phonics intervention in Years 2 and 3 • Wellcomm speech and language assessments and interventions • Essential Maths diagnostic interventions 		£0	Dec 2020 Dec 2020
<u>Intervention programme</u> Improve the language skills of reception children through targeted support for oral language.	Nuffield Early Language intervention programme Training for staff release time		£0	Ongoing
Accelerate early identification of speech and language difficulties	Purchase additional speech and language therapist hours to assess children and train staff in delivering targeted interventions. Train all staff in attention autism.		£1000	

	Consistent use of Makaton			
Total budgeted cost				£7142

iii. Wider Strategies

Desired outcome	Chosen action/approach	Impact (once reviewed)	Cost	Review date?
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home independently through google classrooms. Increase motivation and focus on home and the desire to learn independently	Purchase big cat e-library to support children with reading phonetically decodable books at home Sign up for Epic reading to support reading at home. Investigate Bedrock Learning vocabulary development program. Continue to promote times tables rock stars.		£399 £782.88	Feb 21
<u>Access to technology</u> Ethos of school can be maintained through virtual assemblies. Staff training can also be undertaken socially distanced or at home.	Webcams purchased for Headteachers office and offices		£67.47	-----
Booster groups overseen by the HT and DHT. Tutor agency				
Total budgeted cost				£1249.35

	Cost paid through Covid Catch-Up	£12609.35
	Cost paid through school budget	