

Catch-Up Premium Plan Scotforth St Paul's C of E Primary & Nursery School Updated Jan 21

Summary information					
School	Scotforth St Paul's C of E Primary & Nursery School				
Academic Year	Sept 2020- Aug 21	Total Catch-Up Premium	£ 16,400	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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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.

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. Children still have an appetite for maths and lockdown has not significantly affected the attitudes of most pupils, 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 age specific assessments undertaken in September and ongoing teacher assessment</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. SPAG specific knowledge has suffered, leading to lack of fluency in writing. Those who maintained writing throughout lockdown are affected less, although they still are to some degree. However those who evidently didn't write much during lockdown, are having to work extra hard, both on increasing writing stamina but also improving their motivation to write, due to the lack of writing fluency.</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, the gap between those children that read widely and those children who didn't/don't is now increasingly wide. Many children are less fluent in their reading, stamina has decreased and the bottom 20% of readers have been disproportionately badly affected.</p>
Non-core	<p>There are now significant gaps in knowledge – whole units of work have not been able to have been taught, meaning that children are less able to recall prior learning in order to be able to apply it to new content. They are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on our planned curriculum experiences e.g. trips, visitors, 'wow' curriculum moments and wide range of extra-curricular opportunities.</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>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are regularly used in Maths and this supports acquisition of basic number concepts.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, sufficient reading books are able to be used in school, (and also go home.) This supports home/school reading and fidelity to our chosen phonics scheme (Jolly Phonics).</p> <p>The foundation subjects will be planned with increasing detail, and consideration for how prior knowledge will be reinforced alongside new learning, so that knowledge can be retained and built upon, and gaps can be reduced.</p> <p>Wider range of resources for teaching of Maths and Spelling used to help remediate gaps</p>	<p><i>Purchase additional manipulatives (for EYFS/KS1 initially.)</i> (£1000)</p> <p><i>Purchase additional phonically decodable reading books for EYFS/KS1/lower KS2</i></p> <p><i>Purchase Jolly Phonics Grammar games and Songs</i> (£2000)</p> <p><i>Additional time for teachers to monitor, evaluate research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA. (Due to lock down again, delayed until between March and July 21)</i> (£3000)</p> <p><i>Maths and Spelling Sheds (£300)</i></p>		<p>L. Cross</p> <p>R. Atkinson</p> <p>A. Aylott/ S. Huddleston</p>	<p>Mar 21</p> <p>Mar 21</p> <p>May 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>Purchase and implement the NFER National Test-style Standardised Assessments suite. Complete termly tests and record assessments on ASPIRE (purchase Aspire package) to identify gaps and to track performance.</i> (£3500)</p>		<p>S. Huddleston</p>	<p>July 21</p>

<p><u>Transition support</u></p> <p>Children who are joining school mid-term from different settings or who are beginning their schooling with Scotforth have an opportunity to become familiar and confident with the setting before they arrive.</p> <p>Transition between Key stages is often tricky and is compounded this year by children having missed a significant chunk of KS1 time prior to moving to KS2. A focus on emotional resilience will aid a smooth transition from end KS1 to start of KS2</p>	<p><i>A virtual tour of our school is published, and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining us.</i></p> <p style="text-align: right;">(£500)</p> <p><i>Y3 will be offered a weekly “Healthy heads” programme delivered by Coach Dan, focussing on physical and emotional resilience and wellbeing. This will move to Y4 in Jan 2021</i></p> <p style="text-align: right;">(£1000)</p>		<p>D. Manning/ A. Aylott</p> <p>A. Boyle</p>	<p>Dec 20 then Ongoing</p> <p>Mar 21</p>
Section budgeted cost				£ 11300

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and prosody.</p> <p>They will be able to comprehend reading better, as a result of being able to read at pace, without spending their working memory decoding.</p> <p>They will be confident readers, and dips in reading attainment will be diminished, or removed.</p>	<p><i>A teacher Phonics Champion (EY/KS1 primarily- PB) and 3 teacher Reading Champions appointed, (EY/KS1 –RA, LKS2- SB, UKS2 JR) alongside additional TA Phonic and Reading Support Champions. (EY- TW, KS1-KJ, KS2-DV)</i></p> <p><i>Cost of 3 x 5 hours TA3</i> (£6 ,000)</p> <p><i>Additional release time and training to support the delivery of the phonics and reading fluency interventions.</i></p> <p><i>Additional Jolly phonics resources purchased (blends wheels, flash cards, puppets etc.) and used in group interventions</i></p> <p style="text-align: right;">(£300)</p>		<p>R. Atkinson</p> <p>R. Atkinson</p> <p>P. Browne</p>	<p>July 21</p> <p>July 21</p> <p>July 21</p>

	<p>Y5 staff will identify 8 “reluctant readers” children within the bubble that require additional intervention. Through the generous funding offered Morecambe Football Club these pupils will access a weekly reading buddies intervention programme. (Ran from Sept to Dec but paused due to Jan lockdown)</p> <p style="text-align: right;">(N/K)</p> <p>A Play Therapist (Emily) will be engaged to work on a 1:1 basis in the autumn term and small groups in the spring/summer term to support specific children with SEMH needs which are impacting their ability to access learning. (Ran in Autumn term, but Emily on maternity leave from Jan 21-June)</p> <p style="text-align: right;">(£2,000)</p>		<p>A. Malin</p> <p>S. Dowson</p> <p>A. Aylott</p>	<p>Mar 21</p> <p>July 21</p> <p>Mar 21</p>
<p><u>Intervention programme</u></p> <p>An appropriate numeracy intervention, such as Maths Shed supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p> <p>An appropriate phonics intervention, such as Bounce Back phonics supports those identified Y3 children in reinforcing their understanding of phonics and acquisition of reading</p> <p>An appropriate spelling intervention, such as Spelling Shed supports those identified children in reinforcing their understanding and acquisition of spelling</p>	<p>A Maths Support Champion (RK) appointed to lead the intervention, alongside an additional TA ‘as and when’ to support during assessment periods. Cost of 1x5 hrs TA3/HLTA (Summer term)</p> <p style="text-align: right;">(£3,000)</p> <p style="text-align: right;">NCTEM Ready to Progress Resource (£0)</p> <p>Maths, phonics and spelling Interventions purchased. Staff within phases trained and able to deliver the intervention confidently (inclusive of entry and exit data).</p> <p style="text-align: right;">Bounce Back Phonics (£100)</p> <p style="text-align: right;">Spelling Shed</p>		<p>A. Aylott</p> <p>L. Cross</p>	<p>July 21</p> <p>Mar 21</p>
<p><u>Extended/Non-Core Teaching time</u></p> <p>Identified Y6 children will have targeted intervention to address the increased physical, social and</p>	<p>Change for Life Club for Y6 at lunchtime to help address healthy eating issues and encourage physical exercise and healthy life-style choices, especially following from</p>		<p>A. Boyle</p>	<p>Ongoing</p>

<p>emotional issues caused by lockdown. The attainment and self- esteem of those identified children improves, and effect of lockdown becomes diminished.</p> <p>Parents are supportive of the club and understand the identification process.</p> <p>Identified children are able to access a weekly reading catch-up session which is designed to engage reluctant readers through sport</p>	<p><i>Covid-19 lockdown. The cost of a trained coach is funded from the club. (Ran from Sept to Dec but paused due to Jan lockdown)</i></p> <p><i>Through the generous funding offered Morecambe Football Club Y5 will benefit from additional weekly intervention. The cost of a trained coach is funded from the club. The focus is on building emotional resilience. (Ran from Sept to Dec but paused due to Jan lockdown)</i></p> <p style="text-align: right;"><i>(£N/K)</i></p>		S. Dowson	
Section budgeted cost				£11,400

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 to be purchased, such as Jolly Phonics at Home pack and the Jolly Phonics App, to support children reading at home. Likewise, Spelling Shed to be purchased, so that children can practise spellings at home.</i></p> <p style="text-align: right;"><i>(£1500)</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 PP children to take home when home-learning occurs.</i></p> <p style="text-align: right;"><i>(£500)</i></p> <p><i>Following completion of Hanen programme training EYFS parents will be offered workshops re helping develop and enhance their child's communication skills.</i></p>		<p>P. Browne</p> <p>E. Flynn</p> <p>R. Atkinson</p>	<p>Mar 21</p> <p>July 21</p> <p>July 21</p>

	<i>(Ran from Sept to Dec but paused due to Jan lockdown, recommencing in March 21)</i>			
		<i>(£1000)</i>		
<u>Access to technology</u> 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. Teachers and TAs have laptops that are equipped with webcams and allow them to access school-based resources from home. Teachers/TAs facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<i>Ripley Trust/FOSSY to purchase 5 Chromebooks. They are to be used to further support online access to resources for the children accessing extended school time. Ripley Trust generously donating £10,000 to upgrade school IT resources in Feb 21.</i>		D. Manning / A. Aylott	Mar 21
		<i>(£1500)</i>	D. Manning	July 21
	<i>Purchase 30 Chromebook &, multi chargers. Amend BTLS SLA to include management of Chromebooks. This will enable the existing stock of Acer laptops to be allocated to staff. Chromebooks then to be used by pupil to support learning. They can also be lent to parents to support home-learning if necessary. Acer laptops found to be obsolete, replaced with new HP laptops</i>	<i>(£6,500)</i>		
Section Budgeted cost				£11,000
Total budgeted cost				33,700
			Cost paid through Covid Catch-Up	£16 400
			Cost paid through Ripley Trust/FOSSY	£1500
			Cost paid through Morecambe Football Club Charity	N/K
			Cost paid through school budget, SDP Priorities	£15,800