

Catch-Up Premium Plan – Spring Hill Primary School

Summary information

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|----------------------|----------------------------|-------------------------------|---------|-------------------------|-----|
| School | Spring Hill Primary School | | | | |
| Academic Year | 2020-21 | Total Catch-Up Premium | £32,240 | Number of pupils | 403 |

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

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

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|-----------------|--|
| 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 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 the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately</p> |
| Non-core | <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>Improve reading in EYFS, Year 1 and Year 2 where standards have dropped due to the impact of children not being taught phonics at home.</p> <p>Enhanced support for children with an EHCP and vulnerable children in Key Stage 1.</p> <p>Curriculum planning support from DHTs in teachers PPA time during the autumn term to help assess, plan, and reflect on the teaching of the curriculum and respond effectively and efficiently to the impact of COVID-19.</p> | <p><i>The purchase of additional phonic decodable books to support guided reading.</i> <i>(£1000)</i></p> <p><i>Specialist provision in the mornings to provide precision teaching.</i> <i>(£8,250)</i></p> <p><i>DHTs to support teachers in PPA.</i> <i>(£2,000)</i></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 implementation of NFER assessment for reading.</i> <i>(£650)</i></p> | | | |
| <p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Haslingden Primary School have an opportunity to become familiar and confident with the setting before they arrive.</p> | <p><i>Training on the use of Zoom and welfare calls.</i> <i>Updated Welcome Pack to incorporate COVID guidance.</i> <i>(£350)</i></p> | | | |
| Teaching and whole-school strategies Total budgeted cost | | | | £12,200 |

| 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 comprehension. 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>Tutor from the National Tutoring Programme is hosted in school for 12 weeks working with 20 children a day for 6 or 12 weeks. (£2,475)</i> <i>Costed for 7 x 12-week blocks.</i> <p style="text-align: right;">(£17,325)</p> <i>Delivery of small group tuition in Year 2 for phonics. 75 sessions of 1 hour.</i> <p style="text-align: right;">(£1,200)</p> | | | |
| <u>Intervention programme</u> Children in all year groups have access to a range of software to support key maths and English skills. | Purchase of: TT Rockstars and Sum Dog <p style="text-align: right;">(£1300)</p> | | | |
| <u>Extended school time</u> Not currently being used as a strategy. | | | | |
| Targeted approaches Total budgeted cost | | | | £19,825 |

| 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 reading at home with high quality books. | <i>Purchase of home readers that are phonic decodable.</i> <p style="text-align: right;">(£2,816)</p> | | | |

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|---|--|---|--|-----------------|
| <p>Children have access to appropriate teaching and learning books, 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>Home-learning paper packs (CGP etc) are purchased 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;">£4000</p> | | | |
| <p><u>Access to technology</u></p> <p>Teachers to be able to work from school or home and have reliable access to the internet through a laptop with video conferencing capacity. Teachers are proficient at using Office 365.</p> <p>Teachers and children can use TEAMS to video conference, access teaching resources and submit assignments to teachers to give feedback.</p> | <p><i>Purchase of up-to-date laptops for Teachers and the training of teachers in the use of Office 365.</i></p> <p style="text-align: right;">£5000</p> <p><i>TEAMS training for core members of staff who then cascade to all staff and children in a planned roll out.</i></p> <p style="text-align: right;">£300</p> | | | |
| Wider Strategies Total budgeted cost | | | | £ 12,116 |
| | | Cost paid through Covid Catch-Up | | £32,240 |
| | | Cost paid through school budget | | £11,901 |
| Grand Total | | | | £44,141 |