

Catch-Up Premium Plan:- Trawden Forest Primary School

Summary information

School	Trawden Forest Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£15760	Number of pupils	199

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 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. Our school has been allocated £15760 based on 197 pupils which will be paid in instalments catch up funding for the autumn term £3940

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	
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 – some 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. Grammar and punctuation 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 did not 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. Families were signposted to digital materials provided by Lancashire Library Service. 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 do not is now increasingly wide.</p>
Early Reading/ Phonics	<p>Children in the current Y1 and Y2 classes have missed phonics teaching elements from phase 3- 5 as they did not readily access online learning during lockdown (March 2020 – July 2020). The current Y1 and Y2 cohorts returned to school the week commencing 29th June and 22nd June 2020 respectively and have since accessed direct phonics teaching.</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>Subjects 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><i>Additional time for teachers to research and plan subjects. Collective planning time through extended staff meeting.</i></p> <p><i>Additional release time for subject leads with additional external cover will be required to facilitate the additional PPA.</i></p>	<p>The whole school curriculum for academic year 2020-21 amended.</p> <p><i>Children are on track to achieve ARE across the subjects</i></p>	LS	Termly
<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>Initial baseline assessments completed (Sept 20).</i></p> <p><i>Question level analysis for core (Maths and English Reading comprehension) to establish focused areas for each term and intervention support using TAs.</i></p> <p><i>Additional release time for termly pupil progress meetings with SLT/SENCO.</i></p> <p><i>Termly assessments / data analysis to inform next steps and intervention support.</i></p> <p>(£0)</p>	<p><i>Individual learning programmes and targets in place for 1:1 and small group teaching are impacting on pupil progress.</i></p> <p><i>Gaps are narrowed as parents and pupils work on individual and specific catch up targets through homework.</i></p> <p><i>Children receiving targeted catch-up support have narrowed the gap between themselves and their peers.</i></p>	LS / SLT / SENCO	Termly
<p><u>Transition support – Summer 2021</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with us have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>A virtual or real tour of Trawden Forest Primary School is arranged and shared with all new-starters / published on our website.</i></p> <p>(£1,000)</p> <p><i>Additional time is made to cover the EYFS teacher so that they can have 1:1 or a virtual meeting with new starters and their families so that the child is confident in joining the school.</i></p> <p>(£500 for cover)</p>	<p>Children are comfortable with new surroundings.</p> <p>EYFS teacher, pupil, parents establish positive relationships.</p>	LS / SLT / CA	Jan 2021 Jun 2021
Total budgeted cost				£1500

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Phonics and Early Reading</u> All KS1 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>Quality First Teaching and Teaching Assistant support provided in Y1 & Y2 (for identified pupils / groups). School to use Bounce Back Phonics and purchase Bounce Back Phonics Boost Pack.</i> <i>8 extra hours by welfare (TA trained) to support in our targeted class y2 £7 x 8hrs per week = £56</i> <i>Aut 2 =£</i> <i>(£25)</i>	<i>Standards in Reading, Phonics and Writing have improved and the majority of children are on back on track to achieve ARE in KS1.</i>	GB+DS SL	Termly until July 2021
<u>Maths:</u> All children in KS1 will have significantly increased basic arithmetic and reasoning skills. All children in KS2 will have significantly increased place value, problem solving and reasoning skills.	<i>Quality first teaching and additional TA Support where identified across KS1 and KS2.</i>	<i>Standards in Maths have improved and the majority of children are on back on track to achieve ARE in KS1/2.</i>	LS / SLT / SENCO	Termly until July 2021
<u>1-to-1 and small group tuition including Intervention programme</u> Appropriate interventions support identified children in reinforcing their understanding of: RWM <ul style="list-style-type: none"> Fast Track Phonics (KS1) Bounce Back Phonics (KS2) Basic maths skills and application of number. (KS1 and KS2) Reading comprehension (KS2) Precision teaching vocabulary and spelling (KS2) 	<i>An intervention is identified and if necessary purchased.</i> <i>12 hours of HLTA support sourced – who already knows the school and children in order to deliver personalised learning to identified children</i> <ul style="list-style-type: none"> ➤ <i>Autumn Term y5- from 2nd November 2020 to 18th December 2020</i> <i>(£1260)</i> ➤ <i>Spring Term (RG costs £15 per hour 11 hours per week)</i> <i>1st half term (£990)</i> <i>2nd half term (£825)</i> ➤ <i>Summer Term ?? (£2145)</i> 	<i>Individual learning programmes and targets in place for 1:1 and small group teaching are impacting on pupil progress.</i> <i>Children receiving targeted catch-up support have narrowed the gap between themselves and their peers.</i>	SENCO SLT	Every 6 – 8 weeks

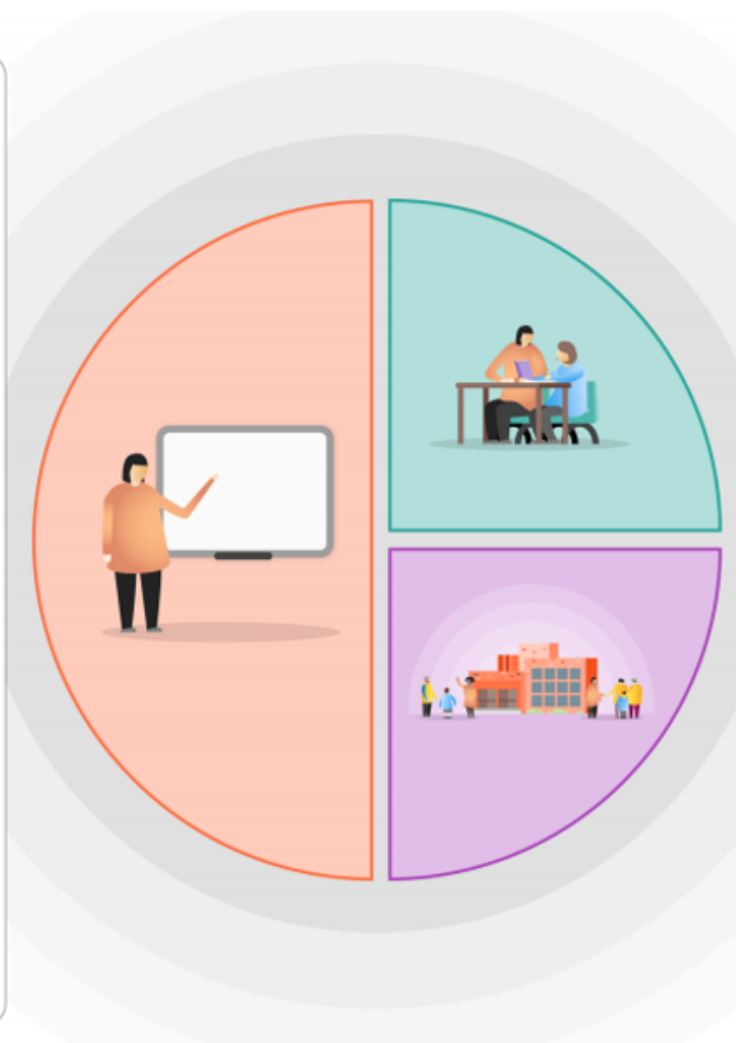
	<p><i>Support staff hours reorganised and increased within key stage 2 (from October 2020) in order to train and deliver the appropriate interventions in individual bubbles including confidently assessing entry and exit data.</i></p> <p>5 hours of TA L2 a week Oct – May (£1,110)</p>			
	<p><i>Ensuring 1:1 support and personalised learning can continue during this time when staff are only in one bubble (now not able to be in two as before)</i></p> <p><i>8 extra hours by welfare (TA trained) to support in our targeted class y5 £7 x 8hrs per week = £56</i></p> <p><i>Sp1 = £336</i></p> <p><i>Sp2 = £280</i></p> <p>= £616</p> <p><i>8 extra hours by welfare (TA trained) to support in our targeted class y3 £7 x 8hrs per week = £56</i></p> <p><i>Su1 = £336</i></p> <p><i>Su2 = £280</i></p> <p>= £616</p>			
Total budgeted cost				£7587

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</p>	<p><i>Additional online learning resources will be purchased as required.</i></p> <p><i>Learning packs created for individuals which include stationary, maths resources and photocopied work books for pupils unable to access online learning.</i></p>	<p>School has a blended approach to home learning including online and paper based weekly homework tasks which children complete independently.</p>	<p>AP</p>	<p>Monthly</p>

<p>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>(£500 photocopy costs)</i></p>	<p>All children are able to access remote learning when necessary.</p>		
<p><u>Access to technology</u></p> <p>During lockdown and isolation periods, children can access additional devices so that they can rotate through discrete teaching 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>The government have allocated a certain number of devices to enable children to learn from home. We have had to supplement this too.</p>	<p>School to loan devices where appropriate and purchase additional devices where necessary.</p> <p><i>2 desktops = £772</i></p> <p><i>Upgrade hard drives = £328</i></p> <p><i>Webcams = £167</i></p> <p><i>4 I pads with cases @ £320x4=£1280</i></p> <p><i>(£2547)</i></p>	<p>All children are able to access remote learning when necessary.</p>	<p>AP SA</p>	<p>Weekly</p>
<p><u>To enable social distancing</u></p> <p>During lockdown we have rented an additional black and white photocopies to put in KS1 to prevent staff coming upstairs – therefore limiting contact.</p>	<p><i>(£172.50) per ¼ x4 £690 + copies estimate(£500)</i></p>			
<p>Total budgeted cost</p>				<p>£4237</p>
<p>TOTAL COST</p>				<p>£13,324</p>
<p>Cost paid through Covid Catch-Up</p>				<p>£15,280</p>
<p>Cost paid through school budget</p>				<p>£</p>

1 Teaching

- Baseline assessments – analysed to show gaps in learning and to inform future planning.
- Implement an adjusted timetable to place gaps analysis information, retrieval practice, formative assessment and rich summative assessment at the top of the agenda.
- Quality First Teaching supported by evidence-informed CPD for teachers and support staff – reducing working memory, use of knowledge organisers, developing metacognition etc.
- A broad and engaging curriculum that focuses on vocabulary acquisition
- Mathematics guidance June 2020- planning incorporates DFE progression in teaching points
- Support the cycle with sustained CPD including a focus on developing metacognition and the quality of teacher modelling and explanation ensuring this is subject-specific where necessary.
- Frequent low-stakes testing e.g. mini quizzes, KIW Grids etc to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.
- Deliberately reduce workload (eg. reduced meetings) during the assessment cycle to aid staff wellbeing and enable high-quality responsive teaching.
- Monitor and evaluate outcomes and quality of implementation.
- Google Classroom is used as a platform to support an effective blended learning approach and feedback is provided by teachers.
- Staff support the mental health of pupils adversely affected by closure and covid including focussing upon strategies and support which develops greater resilience and self confidence in our children.



2 Targeted academic support

- To use September baseline assessments to ascertain exactly where all children are in relation to their age related learning in Phonics, Reading, Writing and Mathematics.
- Planned, measured intervention for identified children by teachers and Ta's including reading, maths, phonics, spelling and handwriting to enable improved access to the curriculum:
- Train TA interventions to improve reading
- Provide parents with additional support on Goggle Classroom.
- Provide parents with detailed next steps for pupils form detailed analysis.
- Staff to provide small group/1-1 support to assist pupil's day to day with mental health

3 Wider strategies

- To enable access to a blended learning model.
- Provide ongoing technical support.
- Ensure our most vulnerable pupils have priority access to classroom teaching and online materials.
- Ensure that welfare and pastoral calls are made to the homes for disadvantaged pupils. Also that barriers are identified around engagement due to technology or a lack of other forms of support.
- Daily breakfast is provided to those who need it.
- Improve the whole school physical environment.
- Nurture group support for identified children around bereavement, resilience and wellbeing.
- Where possible school staff cover classes rather than supply staff.