



Catch-Up Premium Plan Glenfall Primary School

Summary information					
School	Glenfall Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£16,720	Number of pupils	209

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 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
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- Access to technology
- Summer support

Identified impact of lockdown

Maths	Specific content has been missed, possibly 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, some children appear to be delayed in getting back on track with their learning. 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.
Writing	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.
Reading	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.
Non-core	There are clearly gaps in knowledge where whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. In the first half term of the year we focussed on enrichment projects to reignite pupil's passion for learning and to re-establish positive learning routines.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools) Initially we propose to target groups of children for 6 weeks of additional support. After this we will review the needs of each class and regroup accordingly.

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>The foundation subject 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. Teachers are able to review their topics for the rest of the year and plan stimulating units of work to establish the school aims of delivering an experiential curriculum for pupils.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports this.</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p style="text-align: right;">(£1000)</p> <p><i>Purchase additional manipulatives for EYFS/KS1 initially.</i></p> <p style="text-align: right;">(£1000)</p>		<p>AM/MN</p> <p>AM/MN</p>	<p>Jan 21</p> <p>Jan 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>Regular assessments to identify gaps and record on Insight to track performance. Pupil progress meetings identify interventions needed. Release time for teachers to discuss with DHT/HT</i></p> <p style="text-align: right;">£300</p>		<p>AM/MN</p>	<p>Jan 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling at Glenfall have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>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 the school</i></p> <p><i>Virtual tour of the school produced.</i></p> <p><i>Online open evening.</i></p> <p style="text-align: right;">(£300)</p>		<p>AM CW ANO's</p>	<p>Jan 21</p>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u>				
<p>Year 1 Is that missed content from phonics teaching is caught up and that children are at ARE prior Phonics Screening in June. Pupils have developed secure phonetical decoding skills which supports their reading.</p>	<p>2 x Groups (6) of additional phonics twice a week £240 (6 weeks)</p>		EL	Jan 21
<p>For children to develop and improve their fine motor control.</p>	<p>3 x 30mins per week £200 (6weeks)</p>		HG NC	Jan 21
<p>Year 2 Is that missed content from phonics teaching is caught up and that children are at ARE prior Phonics Screening in December. Pupils have developed secure phonetical decoding skills which supports their reading.</p>	<p>2 x Groups (6) 3 x 30mins phonics support per week £360 (6 weeks)</p>		HG NJ	Jan
<p>Year 4 For children to develop and improve their fine motor control to support the improvement of handwriting.</p>	<p>Targeted children to receive in class support from a teacher alongside small group tuition. £1500 – (6weeks)</p>		LS	Jan
<p>Focus group of children to secure their rapid recall to support their arithmetical proficiency.</p>				
<p>For children to improve their stamina for writing. To further develop their knowledge and understanding of what makes a 'good' piece of writing to engage the reader.</p>				Jan
<p>Year 5 For children to improve their stamina for writing. To further develop their knowledge and understanding of what makes a 'good' piece of writing to engage the reader. Syntax and vocabulary choices.</p>	<p>2 x Groups (6) weekly support £500 (6 weeks)</p>		TU	

<u>Intervention programme</u> An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.	<i>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i> <i>(£1000) TBC</i>		N/A	Jan 21
<u>Extended school time</u> Identified children are able to access a weekly catch-up club (45mins per night). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.	N/A		N/A	N/A

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.	<i>Additional online learning resources will be purchased, such as Spelling Frame, Floppy Phonics, Phonics Play will be purchased so that children can practise spellings at home.</i> <i>£1000</i> <i>Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i> <i>£275</i>		AM/MN	Ongoing

<p><u>Access to technology</u></p> <p>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.</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>Purchase 6 ipad mini £1800</p> <p>Purchase 12 laptops and associated set up costs (£3000 paid through CC-UP + £3000 from budget)</p>		AR	Feb 21
<p><u>Summer Support</u></p> <p>NA</p>				
Total budgeted cost				£15,475
			Cost paid through Covid Catch-Up	£12,475
			Cost paid through school budget	£3,000
<p>Other initiatives to consider in due course</p> <p>Online remote tutoring for individuals (NTP or in house)</p> <p>Catch up marquee</p> <p>Catch Up Club – by invitation (Extended school time)</p>			Balance	£4245