

# Catch-Up Premium Plan

Summary information					
School	Speenhamland School				
Academic Year	2020-21	Total Catch-Up Premium	£23,840	Number of pupils	295

## 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
--------------	---------------------

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

<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Pupils still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Pupils did continue to access Maths at home, following the White Rose Hub curriculum, which continued with the Mastery Approach and consolidation of skills and knowledge. Recall of basic skills has suffered: children are not able to recall addition facts and times tables and have forgotten once taught calculation strategies.</p> <p><b>Key priorities to address this term</b></p> <ul style="list-style-type: none"><li>• <i>To ensure that each domain's knowledge is secure in each year group before moving on – this may well take longer than normal, but it is fundamental this is secure to build upon.</i></li><li>• <i>Develop staff knowledge and awareness of the Mathematics Guidance document: Key stage 1 and 2 – using the ready to progress criteria to inform planning and assess</i></li><li>• <i>The use of manipulatives to support knowledge acquisition and making connections between concepts.</i></li><li>• <i>Ensure the level of challenge supports and challenges all children to make accelerated progress</i></li><li>• <i>Ensure Teaching for Mastery strategies being used and applied consistently across the school including the development of variation.</i></li></ul>
<b>Writing</b>	<p>Writing was the subject engaged with least during lockdown as children were not as motivated to write and parents found it hard to complete. As a result, the children did not participate in many writing opportunities and this showed when they returned to school. The children did not have the stamina to write. They could only manage much shorter pieces or a few sentences. The children's spelling, punctuation and grammar all suffered too. Children missed some specific grammar content but due to the nature of our English curriculum with content being repeated over a two-year cycle children have the opportunity to cover this content again. In some cases, children's speech and language has regressed and this is impacting their ability to write in full sentences. This was particularly noticeable in LKS2. Modelling and scaffolding is required going forward. Due to the lack of stamina and sentence construction barriers, KS1 and LKS2 will be using elements of <i>The Write Stuff</i>.</p> <p><b>Key priorities to address:</b></p> <ul style="list-style-type: none"><li>• <i>Improve outcomes in writing – ensuring a wide range of opportunities for writing, linking to high quality texts and a much greater focus on speaking in full sentences and modelling sentence construction.</i></li><li>• <i>Closing the vocabulary/speaking and listening gap</i></li></ul>
<b>Reading</b>	<p>Most children accessed reading during lockdown and parents were keen to engage with this subject. This is something that was more accessible for families and required less teacher input. Children were sent home in March with several reading books and we were able to allocate reading tasks through Serial Mash. 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. In particular children still working through the lower phonics stages have not progressed as they would have, especially in year 1. Where gaps have widened and pupil are not making progress with phonics different strategies and interventions are required. Children in LKS2, have slipped significantly in their reading when comparing March and September 2020 data. New books to support the need for phonic based reading material will need to be purchased as well as specific reading interventions.</p>

	<p><b>Key priorities to address:</b></p> <ul style="list-style-type: none"> <li>Improving reading outcomes - ensuring there is a wide range of suitable books to match Phonic phases including those children in KS2 still accessing phonics, ensuring the lower end of the ZPD range has a wider selection of books for UKS2, regularly assessing progress through the use of STAR assessments on Accelerated Reader and introducing Guided Whole Class Reading and comprehension skills earlier in the academic year to KS1.</li> </ul>
<p><b>Non-core Curriculum</b></p>	<p>There are now significant gaps in knowledge and skills in practical subjects – 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> <p>During lockdown (Summer Term) there was varied engagement with home learning: some children accessed the materials shared through thorough weekly home learning that was set. This was accessed via the school website and in addition paper packs were provided for some families to collect. There are gaps in progression of topics and keys skills and learning across all year groups in most foundation subjects.</p> <p><b>Key priorities to address:</b></p> <ul style="list-style-type: none"> <li>To ensure that pre-requisite knowledge is taught alongside new knowledge to ensure pupils catch up quickly</li> <li>Develop opportunities for practical subjects to ensure pupils learn knowledge at the same time as practising the skills.</li> </ul>
<p><b>Emotional and social aspects of learning and well being</b></p>	<p>Return to school in September some pupils found the transition from learning at home to being in the school environment reasonably challenging in particular:</p> <p>In key stage 1– stamina for writing and sustained focus and attention had been lost. Their lack of transition time from the E YF S learning environment to a more formal setting in infants was missed in the summer term.</p> <p>In key stage 2 – as pupils had missed opportunities for social interaction due to either being at home or in smaller bubbles if in school they had missed opportunities to be in larger groups and as a result cooperation with others and working in teams was a challenge for some. There was also a passivity in learning behaviours that we had worked hard previously to eliminate.</p> <p><b>Key priorities to address:</b></p> <ul style="list-style-type: none"> <li>the ability to work in teams and cooperate with others to enhance learning</li> <li>to develop stamina particularly in writing</li> <li>to develop focus and sustained concentration on learning activities</li> </ul>

**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)	Cost	Staff Lead and Review date?

<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>Every subject leader to assess what learning and been missed and plan the curriculum for Sep21 in order to:  Plan in the Introduction of new knowledge alongside pre-requisite knowledge. Using iterative planning to move pupils on.  In Maths topics were revisited and teachers used the 'Ready to Progress' criteria to inform planning and progression  In Reading more time was given so that pupils could read more and be assessed more frequently on AR to measure progress.</p>			
<p>Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning. Majority of children to be at, or above age Related expectations by end of Summer term 2021.</p>	<p>Reading, Writing and Maths assessments made in September 2020 identified children in need of further targeted support.</p> <p>All Pupils - White Rose Hub Mastery approach to develop pupils fluency and reasoning</p> <p>Infant pupils - Write Stuff Approach to Literacy to develop pupils fluency and vocabulary.</p> <p>Targeted support from Third Space Maths as part of the National Tutoring Programme</p>		<p>£100</p> <p>£4000</p>	
<p>Improved spoken language ability and understanding of children in classrooms applying their language skills to enable them to progress with the curriculum.</p>	<p>Focus the spoken language ability of children in reception classrooms. And undertake the NELI Project, targeting children with relatively poor spoken language skills.</p>	<p>NELI project has been paused</p>	<p>£1500</p>	
<p>The foundation 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>Additional time for teachers to research and revise non-core subjects. Focus on how to introduce key vocabulary and development of key skills.</p>		<p>Staff meeting time given over</p>	

<p>All pupils will have been supported in transitioning back to school. Particular challenges for pupils starting back and/or a new school after the disruptions caused by Covid-19 addressed. Pupils settle back into school and routines and feel safe and ready to learn.</p>	<p>When the children returned we focused on supporting reintegration back into school life and routines by having a heavy pastoral focus;</p> <ul style="list-style-type: none"> <li>• using team games to develop cooperation</li> <li>• mindfulness activities to develop opportunities for reflection during PSHE</li> <li>• the whole school used the CLPE book 'Here we are' to explore common themes linked to shared experiences.</li> <li>• Subsidised (PTA) pantomime visit for whole school in December to have a shared experience and exposure to performance events.</li> </ul>		<p>£80</p>	

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Cost	Staff Lead and Review date?
<p>All pupils attend school and are punctual</p>	<ul style="list-style-type: none"> <li>• Clear transition timetable back into school</li> <li>• Regular well being check ins for pupils, including questionnaire in term 1</li> <li>• Well- being focus across the school with a team in place including: PSHE Lead and DH Pastoral Lead and SENDCo</li> <li>• Whole school attendance focus- through comms, targets and meetings</li> <li>• Where families have needed extra support to improve attendance the School nurse and Trust EWO have been used to support families.</li> </ul>	<p>Whole school attendance in Aut term was strong 95+%.</p>	<p>£1008</p>	
<p>Gaps identified swiftly and identified for interventions either 1:1 or in small groups. On the whole this will be delivered by TAs and supported and facilitated by class teachers, with impact being monitored. Where gaps are wide, tuition will</p>	<p><b>One to one and small group tuition</b></p> <ul style="list-style-type: none"> <li>• Phonics zapping</li> <li>• Specific Maths Interventions</li> <li>• Specific Writing Interventions</li> <li>• Specific Reading interventions,</li> </ul>		<p>£4000</p>	

be delivered by a qualified teacher to have a high impact during the Autumn Term.	<ul style="list-style-type: none"> <li>Nessy</li> </ul>			
Gaps narrowed from missed learning so that children are worked at age-related expectations, particularly in Infants.	<p><b>Adaptation to approach to learning and environment in Infants</b></p> <ul style="list-style-type: none"> <li>Infants adopted a Continuous provision approach to learning and the classroom environment for the first term</li> </ul>	This was successful from SMC point of view as it allowed P to settle back into school and feel comfortable. It was also beneficial as it allowed adults to teach smaller groups of children taking a more focused approach. We quickly moved to longer taught sessions. As pupils were able to cope and settled well.	£700	
Pupils are meeting age related expectations in reading and strategies are developed to enable them to read fluently and decode competently whilst developing their comprehension skills.	<p>Investment in Reading Schemes:</p> <ul style="list-style-type: none"> <li>-In EYFS/KS1I books matched to Letters and Sounds.</li> <li>In lower KS2 lower ZPD books for AR purchased to enable P to catch up on reading.</li> <li>Phonic based books age appropriate for KS2 working through phonics phases purchased</li> </ul>		£6000	
Pupils are meeting age related expectations in phonics, segmenting and blending competently and independently, thus applying to their reading and writing.	<p><b>Phonics Zapping 1:1</b></p> <ul style="list-style-type: none"> <li>Pupils identified as off track in Year 2 and supported 1:1 daily in Autumn 1.</li> <li>Pupils identified as off track in Year 1 and supported 1:1 daily from Autumn 2 onwards.</li> <li>This intervention builds upon quality first teaching of phonics in class.</li> </ul>	Successful outcomes Yr 2 phonics screening Majority of children back where they should be	£2000	
Accelerate English language acquisition for EAL pupils and those with limited speech and language through a learning platform and resources where pupils acquire both vocabulary and grammar skills and demonstrate independent learning for all skills: speaking, reading, writing and listening.	<p><b>Flash Academy</b></p> <ul style="list-style-type: none"> <li>Investment in this learning platform and tracked for impact.</li> <li>Pupils identified and access built into every day learning.</li> <li>Parental engagement to support progress.</li> </ul>		£1008	
Pupils feel safe and happy at school and are able to control their emotions. Pupils are supported where needed because of ACEs and strategies	<p><b>M4C Training</b></p> <ul style="list-style-type: none"> <li>1:1 or small group work with pupils to support their emotional needs.</li> </ul>		£1314	

are employed to help them to succeed within their learning and most importantly, their well being.	<ul style="list-style-type: none"> <li>Investment in training for staff to ensure they deliver this intervention successfully, regular supervision meetings to be held with the Trust EP.</li> </ul>			
<b>Total budgeted cost</b>				<b>£21,710</b>

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Cost</b>	<b>Staff Lead and Review date?</b>
<p>School and families continue to work together as pupils return to school and to ensure that gaps are narrowed and pupils feel safe and supported at school.</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><b>Supporting parents and carers</b></p> <ul style="list-style-type: none"> <li>Continue with pastoral support to pupils and families throughout the pandemic.</li> <li>Provide regular and supportive communications with parents, especially to increase attendance and engagement with learning.</li> <li>Providing additional books and educational resources to families over half terms, with support and guidance</li> <li>Use of Microsoft TEAMS</li> <li>Serial Mash addition to Purple Mash for access to reading books remotely</li> </ul>		£100	
<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><b>Access to technology</b></p> <ul style="list-style-type: none"> <li>Facilitate access to tuition or support through TEAMS when needed. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback</li> <li>Provide pupils with devices where they have no access at home.</li> <li>Improve the facilities available in school – investing in additional hardware and the school network</li> </ul>		£15500	

For all pupils to be able to access technology both inside and outside of school to ensure that learning continues throughout the pandemic.				
<b>Total budgeted cost</b>			£15600	£37310
			<b>Cost paid through Covid Catch-Up</b>	£ 23 840
			<b>Cost paid through school budget</b>	£ 13 470