

Covid Catch Up Premium Plan 2020-2021

Summary information					
School	Park Road Sale Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£34,240 £8,260 Au £11,720 Sp £14,260 Su	Number of pupils	429

Guidance	
<p>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.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil from FS2 to Year 6.</p> <p>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.</p>	
Use of Funds	EEF Recommendations
<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. 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>Where we feel children's needs are best met by engaging with external tutors, we will pay the top up fee to access the subsidised national tutoring programme for disadvantaged pupils and others who are identified as needing "catch up" in their learning. In the first instance, we will deploy our own staff to close the gaps of disadvantaged children's learning.</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 ➤ Access to technology

Overall Aims

The broad aims for “catch-up”:

- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.
- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March 2020. This means that if a child was working at an age-related expectation/greater depth in a subject prior to March they are working at least to an age-related expectation/greater depth in that same subject by the end of 2021.
- Those Year 2 (2020/21) children who do not meet the expected standard in phonics will be supported to achieve the standard by the end of 2020/21 academic year.

“Catch up” will mean that:

- **Ensuring a focus on wellbeing and mental health** at the start of the autumn term 2020 to ensure children are ready to learn.
- Teachers and Subject Leaders will work collaboratively to **identify gaps in learning and adapt teaching accordingly**. This ‘Curriculum Audit’ will be the starting point from which teaching will be adapted to ensure lost learning is emphasised in existing planned learning or revisited.
- **Focus on consolidation of basic skills**. The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall, formal mathematics strategies and reading skills relevant to age.
- **Particular focus on early reading and phonics**. This is always a focus in the school and will continue to be so in order to develop children’s reading ability and vocabulary.
- **Additional 1:1 or small group tuition to close the learning gaps**. Additional booster/ tuition support for identified children from a suitably qualified member of school staff to support and close gaps in basic skills.

Planned expenditure

(The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

1. Teaching and related whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
High quality teaching for ALL Supporting great teaching Focusing on professional development	<ul style="list-style-type: none"> We believe that the class teacher will have the greatest potential impact upon helping a child to "catch up". Our aim is to focus on giving staff time to further develop their quality first teaching. This has meant that leaders have avoided where possible placing any additional burdens on staff i.e. shorter, less frequent staff development meetings. CPD in Maths & English will be prioritised. 	<ul style="list-style-type: none"> Termly summative assessments. 	HT, DHT	Termly
Effective diagnostic assessment Teaching assessment and feedback	<ul style="list-style-type: none"> Leuven Scales based audit completed for all children. Curriculum Audit Autumn summative assessments y2 – y6 (NFER) Y1 phonics assessments – termly Whole school assessments late summer (NFER) SEN screeners as applicable 	<ul style="list-style-type: none"> Teacher assessment data for all children Whole School Provision Map updated for individual pupils Pupils' books and target sheets monitored 	DHT, SENCO	Termly
Supporting remote learning Ensuring equity of access for all	<ul style="list-style-type: none"> See the school's Remote Learning Information and on the school website. Remote Learning resources that can be accessed, both in and out of school, for all children. These include: ItsLearning, Times Tables Rock Stars, Sumdog, Ed City, Spelling Shed, Oxford Owl, White Rose Maths Busy Things. Remote learning platform for any children/ classes self-isolating (ItsLearning) ensures feedback on learning for children isolating and accessing Remote Learning. 	<ul style="list-style-type: none"> Children supported effectively at home and school 	HT, DHT, all staff, Subject Leads	Termly
Total budgeted cost				£9,500

2. Targeted academic support

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
High quality 1-to-1 and small group tuition	<p>Additional Interventions as a result of lost learning / transition opportunities:</p> <p>Children identified by class teacher/ HT/DHT for individual and small group interventions.</p> <p>All Year : Member of staff employed to deliver 1:1/ small group tuition = full time to EYFS and KS1 children – to ensure the early learning building blocks is secure – aids LONG term recovery.</p> <p>Reception 1 day: early vocab early number & phonics</p> <p>Year 1 2 days: Sp & Lang, Phonics, Maths, reading, Vocab, writing</p> <p>Year 2 2 days: Sp & Lang, Phonics, Maths, reading, Vocab, writing</p> <p>Summer Term: M6 Teacher to deliver 1:1 / small group tuition to KS2 children 1 day per year grp.</p> <p>Summer term Reception – National Early Language Intervention (NELI). Initial screening followed by a 20 week programme which includes small group and 1 to 1 teaching. Three members of staff have been enrolled. But won't start until September 2021</p>	<ul style="list-style-type: none"> Review of the children that will be part of this academic support based on the end term assessments. 	HT/DHT SENCO/All staff	Termly
<p>Teaching Assistants and targeted support</p> <p>Intervention programme</p>	<ul style="list-style-type: none"> Phonics intervention – Children taught in phases within classes to avoid mixing bubbles by teachers and teaching assistants across Early Years and KS1. Under attainers intervention – children supported with half termly targets linked to learning gaps. Teachers and TAs to put in place interventions to close learning gaps 	On- going Phase assessments and the Year 2 phonic check – November 2020 Monitoring of UA targets etc	KS1 Leader Phonics leader SENCO	On-going

Planning for pupils with SEND Intervention programme	<ul style="list-style-type: none"> SEND pupils have individual outcomes detailed in their PSPs. Identification of any children needing SEN support – assessments / screeners carried out to monitor level of need – SENCO to use TA support for SEN children (JR) and complete pathway assessments as necessary 	Evidence in updated SEND support plan and Whole School Provision Map. Assessments completed Provision map for TA/newly identified children with SEN	SENCO	Termly
Total budgeted cost			£ 17,800	

3. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Supporting parents/carers with pupils of different ages	<ul style="list-style-type: none"> Regular Newsletters and other communication with parents/carers. Early Help interventions Signposting to commissioned services 	<ul style="list-style-type: none"> Feedback from school community 	HT, SENCO	On-going
Effective communication with the wider community	<ul style="list-style-type: none"> Conduct Remote Parents' Evening using School Cloud Identified families that would benefit from support over school holidays with additional food vouchers and Christmas Support Identified families that would benefit from Christmas Support 			
Ensuring access to technology Enabling all learners equal access to the provision	<ul style="list-style-type: none"> Apply for DFE funded IT resources Where resources not being used in school to deliver the computing curriculum, distribute IT resources to any families that request additional support i.e. if they are required to self-isolate. Priority would be given to vulnerable families and those with multiple children. 		HT	On-going

Extended school time After school focussed support clubs	<ul style="list-style-type: none"> TA extended hours to support the wellbeing of children after school with play therapy / attachment therapy and wellbeing therapy 	Specific Children supported with wellbeing/mental health	HT/DHT	tbc
Supporting pupils' social, emotional and behavioural needs Whole school recovery curriculum/SEL curriculum	<ul style="list-style-type: none"> Additional time spent on mental health, wellbeing and social skills development. This will be at the core of all catch up work. Where individual cohorts show an impact from the COVID pandemic, additional wellbeing activities have been planned for the end of the school day. Content blended from the current and previous year alongside careful sequencing of lessons will support those pupils still in need of revisiting previous learning. 	See Curriculum Audit document. This document carefully outlines the gaps in the curriculum that have arisen due to the children missing the topics planned for the Summer term. It specifies where these topics have been built into the future sequence of learning.	All Staff	On-going
Total budgeted cost				£10,400
Total budgeted Expenditure: £36,700	Cost paid through Covid Catch-Up	34,000		
	Cost paid through charitable donations	£0		
	Cost paid through school budget	2,700		