



## Catch-Up Premium Plan Greenlands CP Primary School

### Summary information

<b>School</b>	Greenlands CP Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£16,400	<b>Number of pupils</b>	205

### 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

<b>Maths</b>	<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>
<b>Writing</b>	<p>Children have lost essential skills in writing. Homework on this during the first lockdown was mixed and unmarked. 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>
<b>Reading</b>	<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. Vulnerable and disadvantaged need to be a priority for catch up funding.</p>
<b>Non-core</b>	<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>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. This will be a focus during curriculum planning in staff meetings.</p> <p>Monitoring of core subjects through lesson observations, planning and book scrutiny</p>	<p><i><b>Time for teachers to research and plan non-core subjects. Teachers to plan for this during release time and additional staff meeting and twilight time.</b></i></p> <p><i><b>LL this term class release-NK cover. Follow up in staff meeting. JB next term. Both work with me to provide detailed support and feedback.</b></i></p>		<p>JB</p> <p>LL JB SC</p>	<p>Feb 21</p> <p>Feb 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><b>Purchase and implement the Pira Test-style Standardised Assessments suite for reading. Lancs materials for maths Complete termly tests and record assessments on Lancs tracker. PP meetings to identify gaps and prioritise. .</b></i></p> <p><i><b>(£1500)</b></i></p>		LL JB	July 21
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Greenlands have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i><b>Updated website and parentapp. Virtual tour of reception. School photos for whole school.</b></i></p> <p><i><b>(£600)</b></i></p>		SC	Ongoing
<b>Total budgeted cost</b>				<b>£ 2,100</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group phonics tuition</u>  Identified children who have gaps in phonics learning. Group and have additional support from catch up teaching.	Appoint a teacher 5 mornings per week to work with Y1 and Y2 initially. This will be reviewed termly and intervention prioritised in other year groups in the summer term.		HH KB	Feb 21
<u>Intervention programmes for Y6</u>  Catch up teacher to liaise with Y6 teacher to plan and deliver provision in maths for Y6 in the Autumn and Spring term to ensure catch up for SATs	<i><b>MH to work with groups and or 1-1 in the maths lesson to provide targeted support for specific children for different areas of maths. To prioritise writing punctuation for small groups.</b></i>		JB	July 21
<u>Nurture provision</u> Targeted support for individual children who are struggling emotionally or who have been affected by lockdown or family crisis.	Both mentors assess the well being through targeted activities and prioritise key children following this. Offer support and family support or signposting where necessary.		SC	April 21
Total budgeted cost				£16,400

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	<i><b>Class dojo-all parents are invited and have signed up. Staff using this platform to provide homework and</b></i>		SA JB	Feb 21

<p>require parents to engage with the activities, affording the children greater 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><b><i>class work for children self isolating. In the event of a bubble closure, class lessons to take place</i></b></p> <p><b><i>Exercise books and stationery have been issued to support remote learning and as a way of recording for those without access to dojo. Paper packs of work to be issued and followed up where possible</i></b></p> <p><b><i>£500</i></b></p>		Class teacher	Feb 21
<p><u>Access to technology</u></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>Wifi in school hinders blended learning.</p>	<p><i>New laptops for all teachers to include a webcam. Wifi in school improved to facilitate blended learning in school. 1 CLA given a laptop from DFE.</i></p> <p><b><i>£5000</i></b></p>		AR	Feb 21
			AR	Feb 21
<p><u>Summer Support</u></p> <p>NA</p>				
<b>Total budgeted cost</b>				<b>£ 5,500</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£16, 400</b>
			<b>Cost paid through charitable donations</b>	
			<b>Cost paid through school budget</b>	<b>£7,600</b>