

# Catch-Up Premium Plan Pensby Primary School

Summary information						
<b>School</b>	Pensby Primary School					
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	2020/21 £10,081 2021/22 £7,199		<b>Number of pupils</b>	236 (incl F1)

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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>

<b>Identified impact of lockdown</b>	
<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 assessments.</p>
<b>Writing</b>	<p>Children they have lost essential practising of writing skills. SPAG (Spelling, Punctuation and Grammar) 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. Those who have spent extended periods of time on computers have lacked continual practice of handwriting skills.</p>
<b>Reading</b>	<p>Children accessed reading during lockdown more than any other subject as there were many levelled books available through our on-line packages and staff directed reading. This is something that was more accessible for families and required less adult input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't has now widened.</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 prior 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, thus lacking in a capacity to draw on their Curriculum Capital knowledge.</p>
<b>Social and Emotional</b>	<p>Every child and every family will have had a different experience of lockdown. For some, the experience may have been fruitful and sadly for some, the experience may have been difficult. Some may have experienced family illness, bereavement and associated difficulties. Some may have been adversely affected this may have affected individual emotionally and/or socially. The impact on pupils I not always seen at first glance and can manifest itself at any time and in a variety of ways.</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 related whole-school strategies**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<b><u>High quality teaching for ALL...</u></b> <b><u>Supporting great teaching:</u></b>	Improve IT in schools to enable the running of more in-house catch up programmes for all pupils. Release old tablets for home learning, and apply for 30 SIM cards to secure access at home when required. <b>£10,000 CATCH UP FUND</b> . Purchase required core subject resources, licences and subscriptions <b>£8,000 CATCH UP FUND</b> . These budget amounts are broken down into more detail in this report as indicated.	Feb 2021 – 1 set iPad in situ. Resource issue. All pupils who requested home learning device have one. June 2021 – IT resources in place a per plan. Monitored usage shows increase. All pupils who require home learning device have access. No families requested SIM/wifi.	KB JK	February 2021
<b><u>Effective diagnostic assessment...</u></b> <b><u>Teaching assessment and feedback:</u></b>	Whole school baseline on entry data – linked to intervention work, catch up groups and EYFS NPQEL project. Ensure all staff understand and have training for Classroom Monitor and use that as assessment tool across the school and all subjects. <b>£200</b>	Data collected and collated. Decision not to add to CM at this time. Begin to use CM sept 2021.	KB	End of every term
<b><u>Supporting remote learning...</u></b> <b><u>Ensuring equity of access for all:</u></b>	See high quality teaching section	See high quality teaching section	NA	February 2021
<b><u>Focusing on professional development...</u></b> <b><u>Supporting great staff:</u></b>	Ensure any new staff are fully training in Seesaw and other online learning resources. Appraisal targets to be centred around well-being of pupils and staff. <b>£500</b>	Appraisal targets set in line. New Y1 teacher in Sept 2021 requires training.	KB SLT	End Autumn term 2020
<b><u>Transition support...</u></b> <b><u>Welcoming new starters:</u></b>	EYFS welcome videos online to support transition. Offer of part time if families wish (first 2 weeks). <b>£450</b>	Pupils in F1 and F2 settled very well. There were many who were tearful and families needed support to help with attachment.	RE	Oct half term
<b>Total budgeted cost</b>				<b>£19,150</b>

ii. Targeted academic support				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><b><u>High quality 1-to-1 and small group tuition... Academic tutoring programme</u></b></p> <p>THE SCHOOL IS NOT ELIGIBLE FOR THE NATIONAL TUTOR PROGRAMME</p>	<p>EYFS – part of NPQEL programme for EYFS catch up. Identify core group. Train staff to deliver new Wellcomm screen. Baseline, run programme across 2 terms and measure progress. Cost £1800 from catch up fund.</p> <p>Purchase of Math equipment to compliment home/school learning requirements £4000 (from catch up fund)</p>	<p>NPQEL project data showed 83% of those pupils reached ARE. Programme to be exceeded in autumn term alongside NELI project.</p> <p>Maths subject leader review. Big Maths not meeting needs of school. Move to Power Maths</p>	<p>KB RE</p>	<p>End of term</p> <p>April 2021 Continue in 21/22 plan</p>
<p><b><u>Teaching Assistants and targeted support... Intervention programme</u></b></p> <p>An appropriate numeracy intervention supports those identified children in reinforcing their understanding of basic maths skills and application of number within the working day.</p> <p>An appropriate literacy intervention supports those identified children in reinforcing their understanding of grammar, spelling, punctuation and handwriting within the working day.</p>	<p>Class teachers identify groups and their needs. Use class TAs to deliver appropriate pre and post teach activities to boost learning and close gaps. TA time already built into budget so no additional cost.</p> <p>Purchase of a set of ipads for pupils to facilitate delivery of online programmes to pupils more regularly. Frees up old tablets, which will be wiped and used when needed for home learning. 30 SIMS cards with data applied for by HT to go with tablets. Cost £10,000 from catch up fund.</p> <p>Phonics - KS2 Phonics International and the alphabetic code (Year 3) TA has been working with small groups to address gaps in phonic skills, this includes the training to use the alphabetic code. Has been used to bridge the gap during transition from Year 2 phonics to KS2 spelling.</p>	<p>Achieved and programme extended into 2021/22 catch up plan (incorporates PP plan). Better structure required for TA pre and post teach groups – plan to begin in Sept 2021.</p> <p>Achieved.</p> <p>Phonics tracking set up in all classes. Phonic scheme in place. Assessments are robust and target led.</p>	<p>Maths and English leads SENDco</p>	<p>April 2021</p> <p>June 2021</p> <p>Continue in 21/22 plan</p>
<p><b><u>Extended school time... Before school focussed support clubs</u></b></p> <p>Before School support – Identified children are able to access 2x or 3x per week catch up groups (20 minute sessions with HLTA). 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. Up to</p>	<p>Selected pre-teach or post- teach intervention is identified and delivered through additional LBQ exercises or supplementary exercises as measured by</p>	<p>-</p> <p>Due to COVID restrictions this has not begun. To be actioned in Sept 2021 through TA role restructure.</p>	<p>Maths and English leads SENDco</p>	<p>February 2021</p> <p>April 2021</p> <p>June 2021</p> <p>Continue in 21/22 plan</p>

<p>eight children per club.  <u>After School English –</u>  Identified children are able to access 2x or 3x per week catch up groups (20 minute sessions with HLTA). 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. Up to eight children per club.</p> <p>Intervention to start in January 2021.</p>	<p>the classroom teacher. HLTA time is already built into the budget so there is no additional cost for this.</p>	-		
<p><b><u>Planning for pupils with SEND...</u></b>  <b><u>Intervention programme</u></b></p> <p>See all elements above.</p>				
<b>Total budgeted cost</b>				<b>See section above</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><b><u>Supporting parents/carers with pupils of different ages... effective communication with the wider community:</u></b></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>Children have access to appropriate 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>Children have access to appropriate stationery for home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning (pencil case, ruler, 2 HB pencils, set of coloured pencils, rubber and sharpener and rough jotter)</p>	<p>Online learning resources will be purchased/licences renewed, such as..., TTRS - £240 Espresso - £1700 online books - free Read Theory - from Year 4 upwards Oxford Owl - free RWI phonics resources linked to school phonics programme - free also includes maths games, story telling videos and more Usborne - Teach Your Monster to Read - free All above from catch up fund LBQ - £1000</p> <p>Purchase of CGP books as required - £500</p> <p>Stationery to be distributed only when required. Cost £500</p>	<p>Review of online resources by staff. Necessary purchases/subscriptions made for 21/22.</p> <p>Not purchased.</p> <p>As needed.</p>	<p>KB to lead on-line purchases/renewals</p> <p>Admin to order, class teachers to distribute</p> <p>Admin to order, class teachers to distribute</p>	<p>March 2021</p> <p>June 2021</p>
<p><b><u>Ensuring access to technology... Enabling all learners equal access to the provision:</u></b></p> <p>Children with no computer access at home can access additional devices (short term loan from school via DfE allocation and other routes) so that they can access on-line provision and learn alongside their peers.</p> <p>Teachers have school laptops/ipads that are equipped with webcams/microphones and allow the teachers to access school-based resources from home. Teachers</p>	<p>Purchase of a set of ipads for pupils to facilitate delivery of online programmes to pupils more regularly. Frees up old tablets, which will be wiped and used when needed for home learning. 30 SIMS cards with data applied for by HT to go with tablets. Cost £10,000</p> <p>Purchase of new devices for classes so more staff can access and support online and class based teaching and</p>	<p>No home requests for SIM cards. Re offer if pupils isolate etc, Ipads purchased and set up.</p> <p>Chrome books – for all classes purchased and set up to enable</p>		<p>Ongoing</p>

facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	learning Cost £3000 (within highlighted pink fund above)	access to Seesaw for home learning support.		
<p><b><u>Supporting pupils' social, emotional and behavioural needs...</u></b></p> <p><b><u>Whole school recovery curriculum:</u></b></p> <p>First few weeks back in autumn term to centre around mental health, well being and happiness for pupils and staff. Aim for 100% pupil attendance/engagement with school.</p>	All staff have training in mental health/ well being.	Full training for all staff. Issues of parental death and suicide, plus significant illness of one staff member staff had great impact on all staff. Need to support staff – CAMHS support sought.. Bereavement services sought. Long term impact will be significant.		Ongoing Continue in 21/22 plan
			<b>Total budgeted cost</b>	<b>£5000</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£18,000</b>
			<b>Cost paid through school budget</b>	<b>£7,090</b>
			<b>TOTAL PLAN COSTS</b>	<b>£25, 090</b>