

Catch-Up Premium Plan Pensby Primary School

Summary information							
School	Pensby Primary School						
Academic Year	2021-22	Total Catch-Up Premium allocation	2020/21 £10,081 2021-22 £7,199	Spend in 2020/21 Project spend this year	£25,090 £8,600	Number of pupils	236 (incl F1)

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 were calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil from FS2 to Year 6. As Pensby has an F1 provision we are duty bound to use additional funds to support these pupils and this is where some of the largest and most significant learning needs have been identified.

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
<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 ➤ Access to technology ➤ Summer support

Identified impact of lockdown and restricted opening on the pupils	
Maths	<p><u>2020/21 school return</u> 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'. 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> <p><u>End of 2021 academic year</u> for the majority of pupils progress from their lockdown starting points has been at least good. Significant gaps in learning still exist and will be addressed in Sept 21 through the planned Targeted support and teaching strategies.</p>
Writing	<p><u>2020/21 school return</u> Children 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> <p><u>End of 2021 academic year</u> Writing progress has been rapid and stamina for writing has increased for the majority of pupils. Specific groups of pupils have been identified for targeted academic support from September as gaps remain.</p>
Reading	<p><u>2020/21 school return</u> 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> <p><u>End of 2021 academic year</u> Reading progress has been good across the school but held back by the restrictions on sending books home. Phonics catch up has also been rapid. Planned and improved whole school structures for reading and phonics is a key approach from September 2021.</p>
Non-core	<p><u>2020/21 school return</u> There are now significant gaps in knowledge – some units of work have not been taught as fully due to necessary covid adaptations (e.g. swimming, trips and visits) meaning that many 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 missed wider curriculum experiences e.g. trips, visitors and powerful curriculum moments, thus lacking in a capacity to draw on their Curriculum Capital knowledge.</p> <p><u>End of 2021 academic year</u> Following the continuing review of the new curriculum and the development of medium term plans, this is set to be delivered fully in the new academic year. Since March 2021, the richness of the wider curriculum has been better delivered within COVID restrictions.</p>
Social and Emotional	<p><u>2020/21 school return</u> 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 is not always seen at first glance and can manifest itself at any time and in a variety of ways.</p> <p><u>End of 2021 academic year</u> The effects of the lockdowns have been observed in many pupils. An influx of year 6 pupils moving into the school in Sept 2021 due to social and emotional difficulties has been noted. The school has secured a mental health practitioner and allocated a TA to work with these pupils. Additionally all school routines and operations have been scrutinised to ensure they are structured for the best social and emotional needs of the pupils.</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	Rationale of approach	Impact (once reviewed)	Staff lead	Review date?
High quality teaching for ALL pupils – flexible grouping and pre teaching to ensure all pupils have best opportunity to access learning and progress	Quality teaching - Flexible grouping to ensure that the most vulnerable are receiving equal teacher time and are prioritised for this. Structured pre teaching sessions to scaffold support well before a lesson for targeted pupils Cost £5000 - within CPD costs allocated to PP plans	EEF Tiered approach documents and research “The effective use of TAs” “Making the Best Use of TAs” (EEF)		KB (HT) CTs	Half termly
Whole school reading and phonics strategy to ensure consistency of teaching and measurable progress for all pupils	Whole class reading and phonics approach underpinned by formative assessment practices. Cost £1500	EEF “improving Literacy at KS1” “improving Literacy at KS2”		English team - LGr	Half termly
Embed the new maths scheme and ensure whole school approach consistency of teaching in all aspects of mathematics and measurable progress for all pupils	Embed the new maths curriculum and resources with focus on mastery approach driven through CPD and focused monitoring and assessment. Cost - £3000	NCTEM “5 Big Ideas for Teaching Mastery” British Society for Research into Learning Maths” Power Maths Nov 2020		Maths Team - LGi	Half termly
Continued development of new ambitious curriculum to ensure all pupils receive a rich curriculum diet that is relevant and connected	Continue to develop and refine the broad and ambitious curriculum alongside the professional development of all subject leaders. Re structuring of learning teams with development time built into the term. Cost £3000	OFSTED Cultural Capital – Handbook https://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital/		KB (HT) KW (DHT)	Half termly
Effective diagnostic assessment and feedback that ensures rapid identification of need for all pupils.	Use of the end of year data produced to identify gaps and learning needs. Move to Depth of Learning tracking alongside Seesaw. New monitoring system Cost - £1000 Whole school assessment strategy improved to deliver regular low stakes (formative) assessments as well as summative structure in place. Cost - £0	CM was used by staff but feedback was that it was not meeting needs ro able to assess whole curriculum. Research by HT/DHT against developing curriculum – move to DOL		KB (HT)	Half termly
Supporting remote learning if required ensuring equity of	Continue to provide equipment and use Seesaw/Google classroom when required.	Refined from 2 lockdown experience		KB (HT)	Half termly

<i>access for all pupils who cannot be in school</i>	£500 costs allocated to PP plans				
<i>Focus on professional development to ensure all staff have the knowledge and ability to deliver the best teaching to the pupils</i>	Ensure any new staff are fully trained in the use of Seesaw and other online learning resources. In house CPD for RWI, subject leaders, Power maths £2000 Cost £2000 allocated to PP plans	Education Policy institute https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/		KB (HT)	Half termly
<i>To use Pensby staff to cover for acceptable short term teacher absence to ensure consistency of approach for pupils and support their well-being needs</i>	School staff to be used for supply cover wherever possible to ensure high expectations and continuity. Only use (and pay accordingly) those staff with the highest skill base Cost £4000 allocated to PP plans	From lockdown practices – but refine.		KB (HT)	Half termly
Total budgeted cost Catch up £5,100 PP budgeted cost £7000					

ii. Targeted academic support					
Desired outcome	Chosen action/approach	Rationale of approach	Impact (once reviewed)	Staff lead	Review date?
<i>High quality teaching for ALL pupils – flexible grouping and pre teaching to ensure all pupils have best opportunity to access learning and progress</i> THE SCHOOL IS NOT ELIGIBLE FOR THE NATIONAL TUTOR PROGRAMME	Quality teaching - Flexible grouping to ensure that the most vulnerable are receiving equal teacher time and are prioritised for this. Structured pre teaching sessions to scaffold support well before a lesson for targeted pupils Catch up Literacy programme for year 1 to 6. Whole school phonics approach/tracking linked to vocabulary development programme. Catch up literacy programme and training. NELI programme in F2 Cost £5000 allocated to PP plans (costs included above) EYFS – NELI programme to improve spoken language. Cost £0 Tutoring of disadvantaged pupils Cost – from tutoring funds	EEF Tiered approach documents and research “The effective use of TAs” “Making the Best Use of TAs” (EEF)		KB (HT) CTs	Half termly
Total budgeted cost - See section above					

iii. Wider Strategies					
Desired outcome	Chosen action/approach	Rationale of approach	Impact (once reviewed)	Staff lead	Review date?
Supporting pupils with mental health needs to ensure they are supported able to access learning	Allocation of TA to be trained by the mental health team to offer support to all pupils but particular those who are identified as disadvantaged, have Social and emotional needs, new pupils to the school, pupils with significant trauma etc. Release of key classroom staff to support pupils with this: Cost £6000 allocated to PP plans	EEF “Metacognition and Self Regulated Learning” National Children’s Bureau “Wise up to well-being in schools”		MT (MH lead)	Weekly then half termly
To use Pensby staff to cover for acceptable short term teacher absence to ensure consistency of approach for pupils and support their well-being needs	Use existing TAs but pay at TA3 or UQT rate to ensure continuity and familiarity with routines, expectations and curriculum pace and delivery. Only use (and pay accordingly) those staff with the highest skill base Cost – nil as diverted from supply budget	From lockdown practices – but refine		KB	Ongoing
Weekly Feedback to families of those pupils on ‘catch up’ and intervention to ensure families are informed and the pupils progress is closely monitored	Weekly message to families of those children who are in catch up / support programmes to report on progress. Cost £500	EEF “Working with Parents to support children’s learning”		CTs	Weekly
Maintain positive COVID measures and organisation to promote well-being and mental health of pupils	Additional MDA to be retained to ensure all classes have a named MDA who stays with them Cost £3000 Filter out at end of day to be maintained Specific playground areas to be retained but extended to include key stages i.e. EYFS, Ks1 LKS2, UKS2	H&S requirements plus from analysis feedback from staff, pupils and parents.		KB and SLT	Half termly
To continue to develop the atrium class reading areas to extend and inspire the children to read for pleasure and take lesson/mental health breaks	Development of reading for pleasure areas for every class. £800 allocated to PP plans	National Children’s Bureau “Wise up to well-being in schools”		LGr	Termly
Total budgeted cost Catch up £3,500 PP budgeted cost £6,800					

Cost paid through Covid Catch-Up 2020/21	£25,090
Cost to be paid through Covid Catch-Up 2021/22	£8,600
TOTAL PLAN COSTS	£33,690