

Catch-Up Premium Plan

Castle Primary School

SUMMARY INFORMATION					
ACADEMIC YEAR	2020-2021	TOTAL CATCH-UP FUNDING	£7440.00	NUMBER OF CHILDREN	90
DATE OF PLAN	March 2021	DATE OF REVIEW	December 2021		

GUIDANCE
<p>Children and young people across the country have experienced unprecedented disruption to their education, as a direct result of coronavirus (COVID-19). Those children 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 are based per pupil basis at a rate of £80 per head for all children in Reception through to Year 11.</p> <p>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.</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">a Supporting great teachingb Pupil assessment and feedbackc Transition support <p>Targeted approaches</p> <ul style="list-style-type: none">a One to one and small group tuitionb Intervention programmesc Extended school time <p>Wider strategies</p> <ul style="list-style-type: none">a Supporting parent and carersb Access to technologyc Summer support

IDENTIFIED IMPACT OF LOCKDOWN

Maths	<p>Some specific content has led to gaps in learning and stalled sequencing of journeys. Children still have an appetite for mathematics and lockdown has not affected their attitudes however they are quite simply, 'behind'. We were unable to teach following our CPA (concrete, pictorial, abstract) pedagogical approach and some families would not have had access to resources that they would routinely have had to support learning inschool.</p> <p>Recall (including speed of recall) of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten oncetaught calculation strategies - this has been reflected in arithmetic assessments.</p>
Writing	<p>Children have not necessarily missed 'units' of learning in the same way as Maths, however they have lost the essential practice of writing skills. Spelling, grammar and punctuation specific knowledge has suffered, leading to lack of fluency in and stamina for writing. Presentation skills have been adversely affected particularly in KS1 as letter formation has not been taught according to school policy as writing styles have developed naturally through the lockdown. Those who have maintained writing throughout lockdown are less affected; however, those who evidently did not 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>
Reading	<p>Children accessed reading during lockdown more than any other subject area. 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 did not is now increasingly wide. We are aware that some of our families did not have access to a rich variety of genres and our early readers did not have access to texts that were directly linked to their phonic ability</p>
Foundation Subjects	<p>There are some significant gaps in knowledge – there are whole units of work have not been taught due to the suspension of teaching of the national curriculum 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 the 'awe and wonder' curriculum experiences e.g. trips, visitors and powerful curriculum moments. The children also did not have access to specialist provision e.g. PE, Languages etc. through the period of lockdown. Children have not been able to access swimming lessons as part of lockdown.</p>
Communication & Language Development	<p>Children in Early Years have returned to school with a delay in their development of communication & language skills. They find it difficult to express themselves and to communicate appropriately with each other. This affects their ability to engage fully in phonics sessions and productive learning.</p>
Personal, Social, Emotional Education	<p>Children have missed the daily social contact and interactions that they would ordinarily have with their friends and peers support group. We have noticed that children are more emotionally fragile, more anxious than previously and our youngest learners need more support with turn taking, sharing, co-operation etc. We have seen an increase in parents requesting emotional support for their children and have noticed an increase in the need for wraparound care to meet family needs to ensure children arrive at school 'ready to learn'.</p>

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

TEACHING AND WHOLE SCHOOL STRATEGIES

TARGET	CHOSEN APPROACH	DESIRED OUTCOMES	COST & STAFFING	IMPACT
<p>a Supporting Great Teaching</p> <p>To support children with their communication and language</p>	<p>NELI & Talk boost- Reception year early language programmes</p>	<p>Register for the NELI programme and appoint a member of staff to be trained and deliver NELI</p> <p>Assess every child in Reception on the Language Screen app</p> <p>Ensure results are uploaded onto the Language Screen website</p> <p>Analyse the results as to who receives the interventions (in line with NELI guidance)</p> <p>Timetable and begin the interventions for both Welcome and NELI</p>	<p>£1000.00</p>	
<p>To have the highest standards of education and for our children to have the best possible chance of achieving their potential in each subject/year group</p>	<p>Cost of qualified teacher hours to support small-identified groups of all abilities with writing and reading.</p>	<p>For children identified and part of the intervention to make accelerated progress to close the gaps in their learning.</p> <p>Children to increase writing</p>	<p>£1500.00</p>	<p>There has already been some great progress in the writing produced across the whole school. Children are again beginning to write at length and are</p>

<p>despite the global pandemic disruption. To enable all children to increase their ability to write at length and confidence.</p> <p>For our children to enjoy reading both to themselves and to others.</p>	<p>Additional TA hours to support children being taught every morning in small classes (15) allowing more effective QFT tailored to needs.</p> <p>SLT English Lead to work with GD children identified.</p>	<p>stamina and confidence.</p> <p>Children to enjoy reading again and share texts with each other providing opportunities for meaningful discussions.</p> <p>Children to have lessons in smaller groups with greater support to meet their individual needs and gaps.</p> <p>Targeted lessons on specific areas underachieved during Covid 19.</p> <p>Work in the Autumn Term for GD writers to develop greater understanding of use of grammatical structures and ideas for writing.</p>	<p>£800.00</p> <p>£500.00</p>	<p>building stamina.</p> <p>This had a great impact on the progress of many children. They made considerable progress in both Maths and English. Lower ability children also made good progress but at a slower rate. Specific interventions are in place to address these misconceptions and gaps in learning.</p>
<p>To ensure that our children have access to a rich and vibrant curriculum in a safe environment following Government guidelines.</p>	<p>The foundation subjects will be planned with increasing detail and consideration for how prerequisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced</p>	<p>Additional time for teachers to research and plan foundation subjects. Release time for 'subject' leaders will be required. Staff meeting time will be allocated so that teachers can identify gaps in the curriculum that have been identified as a result of lockdown</p>	<p>£600.00</p>	<p>Initial staff meetings have taken place and areas where prerequisite knowledge is missing has been identified and will feature in planning for the Autumn term</p>
<p>To ensure early reading books are matched to phonics</p>	<p>Purchase of new reading materials – particularly those that link to phonics being taught</p>	<p>Children will have a range of reading books that are clearly linked to the phonic phase they are at</p>	<p>£2000.00</p>	

<p>b Pupil assessment and feedback</p> <p>To carry out rigorous assessments of all areas of the curriculum to identify misconceptions and gaps in learning.</p>	<p>Purchase and implement the National Test-Style Standardised Assessments. Complete termly tests and record assessments on tracking to identify gaps and track progress over time</p> <p>Use YARC to identify areas of reading which each individual needs to focus</p> <p>Outcomes of children's assessments and gaps in their learning will be issued via reporting to families</p>	<p>Teachers will be able to illustrate the impact of their teaching and learning as gaps in learning will have closed over the academic year. This will be easily measured through the standardised assessments in reading, writing and maths and by Teacher Assessment data</p> <p>YARC will give reading ages and will be used to identify specifics within reading so intervention can take place</p> <p>Parents will have information on their children's progress and any areas of learning that will be of a particular focus</p>	<p>£1200.00</p>	
<p>c Transition Support</p> <p>To allow children joining our school to spend time getting to know Castle first hand.</p> <p>For children moving to High School to experience their new setting and gain information about it.</p>	<p>Run transition events so that new children can visit in a safe and controlled way. All transition to take place outdoors and with the minimum of interaction with other children in school.</p> <p>For Year 6 children to engage in meaningful transition projects both in school and in conjunction with their new High school</p> <p>Arrange 1-1 visits to High schools for those who need extra support on transition</p> <p>Ensure all transition events are taking place following</p>	<p>Children who are joining from a different school or are beginning their schooling with Castle will have an opportunity to become familiar and confident with the setting their start date.</p> <p>Year 6 to smoothly transition to High school</p>		

	Government guidelines			
TARGETED APPROACHES				
TARGET	CHOSEN APPROACH	DESIRED OUTCOMES	COST & STAFFING	IMPACT
<p>a One to one and small group tuition</p> <p>To provide 1-1 support for individuals or small intervention groups to accelerate the progress of children and to close the gaps in their learning</p>	<p>Employ an additional class Teacher to provide flexibility in our timetabling and offer of 1-1 and group work.</p> <p>Teaching staff available to provide individuals with dedicated lessons to meet specific needs</p>	<p>Identified children will have significantly increased rates of reading fluency, writing stamina and basic English skills.</p> <p>Identified children will have significantly increased rates of mathematics basic skills, reasoning and fluency and additional teaching input will reinforce their application of number.</p>	<p>£2500.00</p>	
<p>b Intervention Programmes</p> <p>Specific intervention and lessons for targeted groups and individuals</p>	<p>Use a range of intervention programmes to suit individual or group need.</p> <p>Purchase of licences for Nessy to support reading, writing and spelling</p> <p>Active Maths & English annual subscription to engage pupils & support key numeracy & literacy skills.</p>	<p>To accelerate progress for all children in all Year groups through intervention and quality first teaching in smaller groups</p> <p>Increased numbers of children closing the gaps caused due to the pandemic</p>	<p>£160.00</p> <p>£495.00</p>	<p>Nessy has proven popular with the children assigned to it. They have all made progress since returning to school in March 2021. The greatest improvement has been in their ability to write in complete sentences correctly punctuated.</p> <p>Most classes, providing practical sessions on areas otherwise covered in the classroom, use active Maths and English daily. These sessions allow the children to be physically active whilst completing them.</p>

<p>c Extended school time</p> <p>School is used after hours to improve our children's mental health and fitness. This will in turn help to improve progress within the classroom.</p> <p>After hours sessions developing IT skills.</p>	<p>Run extra curricular clubs that focus on well-being and keeping healthy.</p> <p>Children to have free access to these clubs.</p> <p>Clubs may also focus on IT skills and the use of online learning materials to support work at home</p>	<p>Children develop socially and become more confident when mixing with more children.</p> <p>Children understand the importance of keeping both physically and mentally healthy and how to do it</p>	<p>£400.00</p>	
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WIDER STRATEGIES

TARGET	CHOSEN APPROACH	DESIRED OUTCOMES	COST & STAFFING	IMPACT
<p>a Supporting parents and carers</p> <p>To provide families with materials to access at home which complement the work undertaken in school</p>	<p>Additional online learning resources will be purchased, such as EdShed, TT Rock Stars and Education City to support children consolidating learning at home</p> <p>Purchase of study and workbooks.</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>£500.00</p> <p>£500.00</p>	
<p>b Access to technology</p> <p>To ensure all children have access to equipment so they can complete virtual learning.</p>	<p>We were allocated 4 laptops to support home learning by the DfE They are to be used to further support online access to resources for the children accessing extended school time. Homework clubs, where IT is required, are offered in school for those with limited technology at home</p> <p>All junior children have had</p>	<p>During the catch-up extended school provision, children can access additional devices so that they can develop confidence and independence in completing online learning activities.</p>		

<p>To ensure staff have equipment suitable and in good working order to undertake online lessons and provide remote support to our children</p>	<p>lessons on the use of Teams and completing assignments set within this virtual environment.</p> <p>BT wifi codes offered to families for internet access.</p> <p>School laptops made available for use at home during lockdown.</p> <p>Purchase x5 Webcams and headsets in order to facilitate live lessons, staff training in house and wider CPD for staff</p> <p>Purchase desk tops for staff to use for remote learning and 'live' lessons.</p> <p>Purchase new laptops for children's use</p>	<p>Teachers have webcams and headphones that allow them to deliver online learning and facilitate online meetings/training</p> <p>Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>£200.00</p> <p>£2500.00</p> <p>£4000.00</p>	
<p>c Summer support</p> <p>For families to have up to date information on the progress of their child and the gaps needed to be met</p>	<p>Parents to receive report highlighting progress and gaps in learning</p> <p>Parents to receive a curriculum overview of gaps created due to Covid 19</p> <p>Families given materials to assist over the summer with closing some of the gaps</p>	<p>Families and children have a clear understanding of what is required to close the gaps caused mainly by Covid 19 and have resources to use over the summer break</p>	<p>£600.00</p>	

Total Expenditure £19,455 – £7440.00 Catch-Up Funding = £12,015 (To be supplemented from other sources)