

Catch-Up Premium Plan

Thorns Primary School



Summary information

School	Thorns Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£15, 440 (£3,860 Autumn 2020 £5,147 Spring 2021 = £9277 2020-2021 budget)	Number of pupils	193

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 Reception through to Y11.

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

Maths	<p>Specific content has been missed, leading to gaps in learning and lack of readiness for new year group content. For the most part, lockdown has not affected the children's attitude to maths and most are still keen to learn. However they are 'behind'. Even those who engaged well with home learning and maintained their pre-lockdown learning have missed out on big chunks of new learning. The Maths AHT has plotted these missed units and has already produced a bespoke long-term plan for the coming year.</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 their current work and in the assessments carried out in September.</p>
Writing	<p>Children have missed a range of opportunities to develop their writing and to learn and practice writing skills. GPS-specific knowledge has suffered, leading to lack of fluency in writing. In classrooms, teachers are also seeing an impact on handwriting and presentation, resulting in reduced fluency.</p>
Reading	<p>Many children accessed reading during as it was more accessible for families and required less teacher input. Children's comprehension skills have been more affected than their decoding skills (children did both Salford tests and YARC assessments when they returned) as this was harder for parents to support or children to focus on unaided. Younger children's phonics development has slowed and many had regressed September 2020. This is particularly true of some of our disadvantaged children.</p>
Wider Curriculum	<p>There are now significant gaps in knowledge across all subjects – whole units of work have not been taught, resulting in children lacking in the pre-requisite knowledge for them to successfully access their new year group's learning. Children have also missed out on curriculum experiences that would strengthen their knowledge, skills and understanding such as trips and visitors. The Curriculum AHT has revised the long-term plans and schemes of work to try and bridge these gaps.</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>All subjects, but in particular maths, science , history, geography and RE, will have revised long-term plans and schemes of work adapted to fill gaps in pre-requisite knowledge to be taught alongside new learning (to reduce gaps and prevent further widening).</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths to support our CPA approach to developing mathematical knowledge.</p> <p>Very low levels of speaking & listening in EYFS</p>	<p>Concrete maths resources £1000</p> <p>NELI (Nuffield Early Language Intervention) Programme (free resources and training) requires 5 hours of dedicated TA time per week for delivery £3,800</p>		<p>KW</p> <p>JN</p>	<p>PPM data</p> <p>Easter 2021</p> <p>July 2021</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>PDM time to refresh teachers on use of standardised tests etc.</p> <p>Purchase NFER tests for use in January 2021 (following Autumn Term catch-up) to assess previous year group ARE £1000</p>		<p>RJ</p>	<p>Termly PPMs</p>
<p><u>Transition support</u></p> <p>Children joining us from various settings/home have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>Children to return to 2019-20 year group for one month to aid transition. JP to provide additional cover to enable this £3,000</p>		<p>RJ</p>	<p>End of Sept 2020</p>
Total budgeted cost				£8,800

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.	The English Hub phonics programme requires 3 x 1 hour small group sessions per day in R, Y1 and Y2 TA to facilitate the delivery of above (15 hours) £10,000		KB	July 2021
<u>Intervention programme</u> An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.				
<u>Extended school time</u> Identified children are able to access a weekly catch-up club (1.5hrs per night). 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.				
			Total budgeted cost	10,000

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><u>Supporting parents and carers</u> 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 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>CGP books provided to all children (English and maths) to enable some paper-based home learning to take place when self-isolating or in the case of another lockdown £1,500</p>			
<p><u>Access to technology</u> During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</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>Purchase webcams and Vimeo subscription for teachers to use to delivery quality remote learning in the case of bubble closure of lockdown £600</p>			
<p><u>Summer Support</u> NA</p>				
			Total budgeted cost	£2,100
			GRAND TOTAL	£20,900
			Cost paid through COVID-19 Catch-Up	£15,440
			Cost paid through charitable donations	

	Cost paid through school budget	£5,456