 **Catch-Up Premium Plan**

**Smithdown Primary School**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Summary information** | | | | | |
| **School** | Smithdown Primary School | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £28,325 | **Number of pupils** | 442 |

|  |  |
| --- | --- |
| **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.  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. As a school, we will use this funding, alongside other pastoral and curriculum support, with the aim to ensure that the gaps created during lockdown, have been reduced or closed by Summer 2021 | |
| **Use of Funds** | **EEF Recommendations** |
| 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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).  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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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. | 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** | Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children have worked on maths activities and tasks via the home learning provided during lockdown. They are positive about the subject and keen to learn, but have gaps in their knowledge and understanding. Recall of basic skills has suffered – children are struggling to recall addition facts, time’s tables and once taught calculation strategies with confidence. This is reflected in arithmetic and reasoning assessments which have been completed. |
| **Writing** | The time away from school has had an impact on pupil’s writing as they have lost essential practising of writing skills which has had an impact on stamina, fluency and grammar and punctuation skills. On return in September pupils were less focused during writing sessions and needed adult support and lots of modelled work and guided group sessions to support them. Opportunities to write and utilise outside learning experiences were absent in lockdown due to the restrictions |
| **Reading** | Some pupils continued to read in lockdown and used the online resources they were signposted towards and comprehension tasks and activities. Pupils are however behind in terms of their fluency and comprehension skills and the gap between the children who read widely at home and those who don’t has grown further. A lack of opportunities for shared reading and opportunities within the home environment are a contributing factor to the gap. |
| **Non-core** | 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 enhancement experiences e.g. trips, visitors and links with outside curriculum support agencies, particularly in science |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Planned expenditure -** The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools) | | | | |
| 1. **Teaching and whole-school strategies** | | | | |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting great teaching:  The foundation subject 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.  Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports learning and progress. | ***Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.***  ***Purchase additional manipulatives for all sessions for each phase.***  ***(£1000)*** |  | KR  LD | Feb 21  Feb 21 |
| Teaching assessment and feedback  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. | ***Purchase and implement the NFER assessments by October half term***  ***Assessment Lead, Intervention Manager and EAL Lead to support teachers in accurate baseline of pupil levels. Complete baseline assessment; then complete termly tests and record assessments on trackers to identify gaps, to track performance and inform assessments and teaching activities. (£3500)*** |  | LD  LW | July 21 |
| Transition support  Children who are joining school from different settings or who are beginning their schooling with Smithdown have an opportunity to become familiar and confident with the setting when they arrive.  Children who are struggling to return to school routines and expectations will;  · Have improved attendance and  punctuality,  · Improved behaviour,  · Stronger learning skills/ dispositions  · a positive self-image and sense of ‘self’ | ***Parents invited to visit the school and meet with safeguarding team***  ***Sign posted to school Family Support Worker and Inclusion Manager***  ***SLAs for traded services such as CAMHS (Seedlings), Mental Health Trailblazer Programme. Engage with local projects such a Park Palace Ponies. School to provide play and drawing therapy art therapy etc.***  ***In house, ‘Bag of Worries’, esteem club with Family Support Worker***  ***Parents supported via school website or face to face to access relevant documentation, advice and information***  ***(£1500)*** |  | JI  LW  GB | Ongoing |
| **Total budgeted cost** | | | | **£ 6000** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Targeted approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| 1-to-1 and small group tuition  Identified children will have significantly increased rates of reading fluency and basic skills in maths and writing  They will be able to comprehend reading better, decode and demonstrate pleasure for reading. | ***Updated Literacy Counts training to be infiltrated across year groups.***  ***Intervention ‘tiered’ reading system in place***  ***Phase leaders with lead precision teach***  ***Additional release time and training to support the delivery of the reading fluency project.***  ***(£1000)*** |  | GH  RC  CP  LA  KR | Feb 21  Feb 21 |
| Intervention programme  All children will be able to access non-core areas of learning with increased confidence and develop an understanding of subject specific vocabulary.  Identified children are able to access age related work in English and Maths. | ***An intervention is identified and resources purchased. Staff within phases are trained and they are able to deliver the intervention confidently).***  ***Catch up resources purchased from SIL***  ***(£5500)*** |  | KR  All teaching staff | July 21 |
| Extended school time  Identified children are able to access a weekly catch-up club (1 hour per night). The attainment of those identified children improves and gaps have been reduced. | ***Baselines and initial data is analysed and target groups identified from Reception to Year 6. The cost of a teacher and TA per club (x10 a week) is made available.***  ***(10,000)*** |  | All teaching staff and LSA | Ongoing |
| **Total budgeted cost** | | | | **£16500** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Wider Strategies** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting parents and carers  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.  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. | ***Additional online learning resources and subscriptions will be purchased, such as See Saw.***  ***(£1000)***  ***Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.***  ***(£500)*** |  | LD  KR  PH  SK | Feb 21  Feb 21 |
| Access to technology  All children will have access to school’s remote learning platform.  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 and parents | ***School wide survey sent to parents to ascertain families who need support with devices and connectivity. Devices allocated to allow access to the school’s remote learning programme (Seesaw) (£3500)***  ***Update laptops to be used by teachers to support online learning. (Zoom sessions/Seesaw) (£2500)***  ***Data cards purchased for parents with no wifi access so children can continue with home leaning***  ***(£500)*** |  | MGL  PH  SK | Feb 21  Feb 21 |
| Summer Support  Identified parents are supported in strategies to use at home to support routines and pupil learning that matches strategies used in school. Parents are aware of communication system in place for emergency contact support. | ***Family Support Worker and Inclusion Manager available to support parents in meetings and Zoom sessions.***  ***Parent email address (DHT) monitored by SLT during the summer holidays and beyond*** |  | JI  LW  LD | On going |
| **Total budgeted cost** | | | | **£ 8000** |
|  | | **Total Cost** | | **£30,500** |
|  | | **Cost paid through Covid Catch up** | | **£28,325** |
|  | | **Cost paid through school budget** | | **£2175** |