 **Catch-Up Premium Plan**

**Smithdown Primary School**

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| **Summary information** | | | | | |
| **School** | Smithdown Primary School | | | | |
| **Academic Year** | 2021-22 | **Total Catch-Up Premium** | £28,325 | **Number of pupils** | 472 |

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| **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 years reception through to 11.  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** |
| 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 |

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| **Identified impact of lockdown** | |
| **Maths** | 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 arithmetic assessments. |
| **Writing** | Children haven’t necessarily missed ‘units’ of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPs 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. |
| **Reading** | Some children accessed reading material during lockdown in their home language. However, there are large gaps in fluency and recall due to a lack of opportunities for shared reading and opportunities within the home environment. |
| **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 experiences e.g. trips, visitors and powerful curriculum moments. |

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| **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 | ***Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.***  ***(£1000)***  ***Purchase additional manipulatives for EYFS/KS1 initially.***  ***(£1000)*** |  | KR  LD | Feb 22  Feb 22 |
| 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. Continue with summative and formative assessment strategies to identify gaps an on Insight to track performance.***  ***(£3500)*** |  | LD | July 22 |
| 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.   * Development of new Language Hub for new starters and identified children   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’ | ***Additional time is made to cover the teacher so that they can have a meeting with their new starter so that the child is confident in joining the class. 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***  ***WellComm training for HLTA’s leading Hub***  ***(£1000)*** |  | JG  LB  FC  LW | Ongoing |
| **Total budgeted cost** | | | | **£ 6000** |

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| 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 prosody. They will be able to comprehend reading better, decode and demonstrate pleasure for reading. They will be confident readers and dips in reading attainment will be negated. | ***Updated Literacy Counts training to be infiltrated across year groups.***  ***Intervention ‘tiered’ reading system in place***  ***Additional release time and training to support the delivery of the reading fluency project.***  ***(£750)*** |  | GH  RC  KR | Feb 22  Feb 22 |
| Intervention programme  An appropriate numeracy intervention, supports those identified children in reinforcing their understanding of basic maths skills and application of number. | ***An intervention is identified and resources purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).***  ***(£1000)*** |  | CP  LA | July 22 |
| Increased teaching capacity  Implementing extra teaching staff across identified year groups to support catch up plan. | ***The cost of a teacher and TA per club and snacks for the children is made available.***  ***(£20,000)*** |  | All teaching staff | Ongoing |
| **Total budgeted cost** | | | | **£21,750** |

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| 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 will be purchased, such as See Saw. Likewise, Spelling Shed will be purchased so that children can practise spellings at home.***  ***£1500***  ***2-day 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 22  Feb 22 |
| Access to technology  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.  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. | ***School lap tops to be used to further support online access to resources for the children accessing extended school time.***  ***Data cards purchased for parents with no wifi access so children can continue with home leaning***  ***£1500***  ***Laptops updated to support the curriculum.*** |  | MGL  PH  SK | Feb 22  Feb 22 |
| **Total budgeted cost** | | | | **£ 3500** |
|  | | **Cost paid through Covid Catch-Up** | | **£** |
| **162 devices sent by Gov** | | **Cost paid through charitable donations** | | **£** |
| **Additional costs will be covered through alternative budget lines** | | **Cost paid through school budget** | | **£** |
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