



Catch-Up Premium Plan

Coundon Primary school



Summary information

School	Coundon Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£43 910	Number of pupils	554 (Not including Nursery)

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

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 stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</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 arithmetic assessments.</p>
Writing	<p>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. Overall presentation too has slipped.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. 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 don't is now increasingly wide. The bottom 20% of readers need targeting.</p>
Non-core	<p>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.</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> The scheme provides a whole school approach to the delivery of PSHE. It has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health supportive the negative impact school closure has had on wellbeing.</p> <p>Teachers will have clarity around the 'mechanics' of the teaching of writing whilst ensuring the 'emotive magic' and 'creativity' is nurtured in pupil's style. Assessment will show a rise in the standards of writing throughout the school.</p> <p>Books facilitate success, so children enjoy and make progress in their reading. At the early stages of learning to read, reading materials are closely matched to learner's phonics knowledge. Struggling readers have targeted books that have age appropriate visuals and subject matter, but more accessible text, so children are motivated as well as able to start reading and making progress.</p> <p>Bespoke CPD with a rigorous focus on quality 1st teaching</p>	<p><i>Purchase Jigsaw – A whole school approach to PSHE/Health and Well-being</i> (£2000)</p> <p><i>CPD for all staff 'The Write Stuff' Jane Considine to ensure there is a consistency across the school in the 'depth of understanding' and 'enthusiasm' for the craft of writing.</i> (£1299)</p> <p><i>Purchase Additional Reading Books throughout the school which support a rigorous approach to the teaching of reading developing learners confidence and enjoyment in Reading.</i> (£5200)</p> <p><i>Bright Pi Education Consultancy to work with individual teachers providing CPD through individualised programmes of support. To develop the teaching of Mathematics through coaching, mentoring and lesson study approaches.</i> (£3000)</p>		<p>RB</p> <p>AS</p> <p>AS</p>	<p>July 21</p> <p>April 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have an understanding of the starting point of children's communication, identifying those who might be experiencing delays with speech and language. Immediate interventions are then put in place and Wellcomm is used to show the impact of work on progress</p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of</p>	<p><i>Purchase and implement Wellcomm (A screening Toolkit) To help us identify pupils in EYFS who might be experiencing delays with speech and language.</i> (£85.00)</p>		<p>MT</p> <p>NM & VW</p>	<p>April 21</p> <p>July 21</p>

learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.	<i>Purchase and implement the Rising Stars- Progress in understanding Mathematics Assessment. Complete termly tests and record assessments on Target Tracker to identify gaps and on Insight to track performance.</i> <i>(£1500)</i>			
<u>Transition support</u> A successful return back into mainstream following a personalised re-integration program planned by Key and School Staff.	<i>Pay transport costs for pupils to continue accessing a re-integration program</i> <i>(£778)</i>		KC	Dec 2020
Total budgeted cost				£13 862

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1 to 1 and small group tuition</u> Maths 'Shine' interventions support those identified children across the school who are falling just below expected standards in one or more areas of learning in New Puma. Numeracy Interventions are well resourced and this supports closing the gaps. Nuffield Early Language Intervention improves both children's oral language and early literacy skills.	From analysis of 'PUMA'- intervention groups for years 1-6 will be set up to specifically target the identified gaps in knowledge highlighted from the gaps analysis each term. TA's within phases are trained and they are able to deliver the intervention confidently. A HLTA Manager will be appointed to lead catch up interventions and monitor provision. <i>(£2000 increase in salary)</i> Purchase additional manipulatives for Numeracy Interventions across the school <i>(£1000)</i> Language Screen, School staff will undertake an initial assessment with all children in Reception to		VW HG MT	July 21 July 21 July 21

	<p>identify those who could benefit most from NELI. Cover required for teachers to administer. (£400)</p> <p>3 Members of school undertake online training (10hrs) Cover required for their Classes (£600)</p> <p>Staff use their training to deliver NELI small group and 1:1 sessions (Staff time approx. 4 hrs per week/1 day cover per class X 20 weeks) TA cover £123 per day x 3 = £369 x 20 weeks (£7380)</p>			
<p><u>Extended school time</u></p> <p>Identified children are able to access a weekly catch-up club (1.5hrs) 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</p> <p>.</p>	<p>Year 2, LKS2 and UKS2 phases will identify a target group within each Year that require additional intervention. The cost of a Teacher and TA per club (x5 a week) and snacks for the children is made available</p> <p>(£9324+ £3780+£800)</p> <p>There is a contingency of £3915 in case this needs to continue for any year into the Summer.</p>			
Total budgeted cost				£25 284

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></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>Additional online learning resources will be purchased – White Rose Maths Remote Learning Support (£99) & Video demonstrations</p>		AS	Feb 2021

<u>Access to technology</u> Teachers have webcams which allow the teachers to record videos for Remote Learning. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<i>Purchase webcams for all Class computers</i> <i>(£750)</i>		GM	Dec 2020
Total budgeted cost				£849
		Cost paid through Covid Catch-Up		£39 995
		Cost paid through school budget		