

# Catch-Up Premium Plan

## Dean Field Community Primary School

Summary information				
<b>School</b>	Dean Field Community Primary School			
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£ 16,160	<b>Number of pupils</b>
				204

### 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
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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.

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

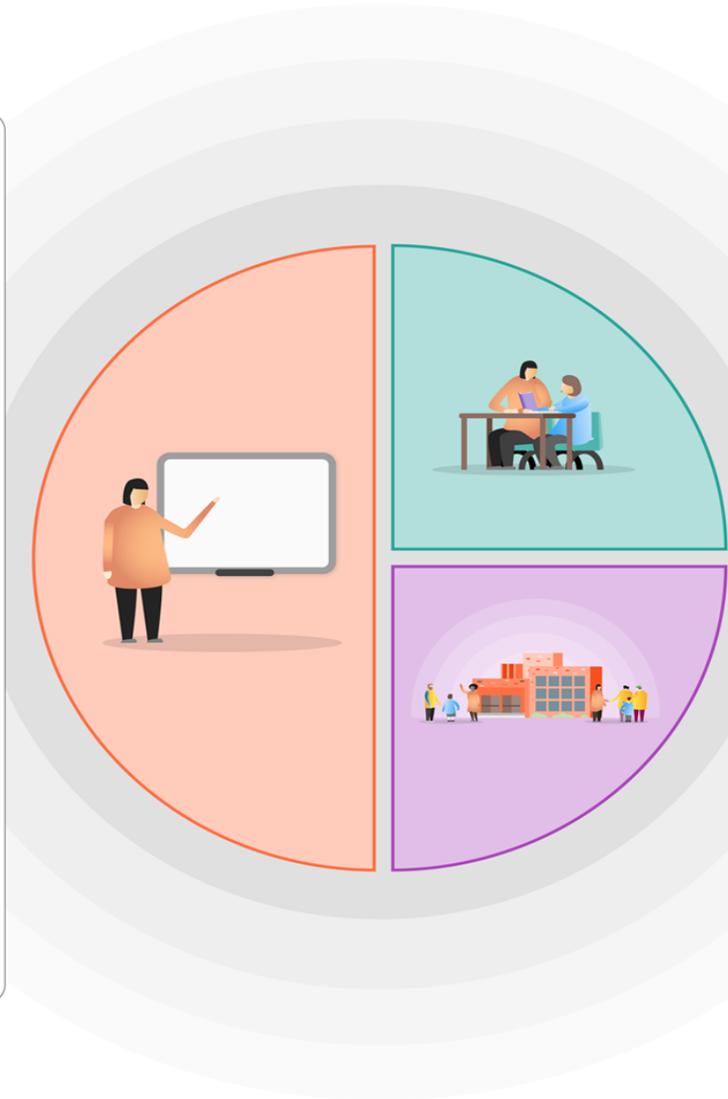
- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

# 1 Teaching

- Quality First Teaching supported by evidence-informed CPD for teachers and support staff.
- A broad and engaging curriculum that focuses on vocabulary acquisition.
- Knowledge and skills rich curriculum with teachers building on previous learning.
- Whole-class reading approach using Accelerated Reader and Reading Vipers.
- Focus on key essentials for Reading, Writing and maths –online learning packages to support at home (e.g. TT Rockstars, My Maths Phonics play, Reading Plus).
- Regular staff CPD on mental health, wellbeing.
- Provide a suite of home learning activities to suit parents and children: online through Seesaw or printed packs delivered home.
- EYFS focus on oracy and early language development.



# 2 Targeted academic support

- Additional teacher led support in year 6.
- Pupil progress meetings involving parents
- Pastoral support provides 1:1 support and assists children
- Targeted support and deployment of TAs
- Targeted use of Seesaw to plug gaps in learning
- Friday afternoon recovery sessions during PPA time.

# 3 Wider strategies

- Specialist teachers enhancing the curriculum
- Workshops to enhance curriculum and build on Culture Capital
- Pastoral support/counselling
- Staff wellbeing council
- Jigsaw PSHE lessons

## Identified impact of lockdown

<b>Maths</b>	Specific content has been missed, leading to gaps in learning and stalled sequencing of the progression of skills. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. This has been identified in our Gap Strength Analysis. 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. Many pupils still accessed some form of maths via Seesaw through lockdown as well as using TTRS.
<b>Writing</b>	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.
<b>Reading</b>	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. Accelerated Reader and Oxford Owl were used to ensure as many pupils as possible children continued to read.
<b>Non-core</b>	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.

**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>Subjects 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. A new progression of skills document has been produced. Long and Medium Term plans highlight any gaps in prior learning.</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.</p>	<p><b><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></b></p> <p><b><i>(cost picked up by the school through the use of HM teaching computing)</i></b></p> <p><b><i>Purchase Number Stacks (£220)</i></b></p>		<p>FP/KF</p> <p>FO</p>	<p>Feb 21</p> <p>Feb 21</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><b><i>Purchase termly NFER tests for students to complete. (baseline to be done by giving previous year's test) Complete termly tests and record assessments on Target Tracker using the statements and GAP strength analysis reports to identify gaps an on Insight to track performance.</i></b></p> <p><b><i>(£600)</i></b></p>		<p>FP</p>	<p>July 21</p>
<b>Total budgeted cost</b>				<b>£ 820</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and comprehension. 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. If the school had to set up remote learning in a whole school lockdown, pupils would have online access to a bank of texts.</p> <p>Pupils in upper key stage two receive targeted support to plug gaps in learning with a particular focus on writing to ensure standards at the end of ks2 do not drop.</p>	<p><b><i>Purchase the MyOn system to use alongside Accelerated Reader.</i></b></p> <p><b><i>(£2,500)</i></b></p>		UH	Feb 21
	<p><b><i>Additional release time and training to support the delivery of the use of MyOn.</i></b></p> <p><b><i>(cost of releasing staff pick up by the school)</i></b></p>		UH	Feb 21
	<p><b><i>An additional teacher will be employed to focus on raising attainment and plugging gaps in lost learning in upper key stage two throughout the spring and summer terms.</i></b></p> <p><b><i>(£20,000)</i></b></p>		FP	July 21
<p><u>Intervention programme</u></p> <p>An appropriate numeracy intervention, Same Day Intervention is used as a whole phase teaching strategy throughout key stage two.</p>	<p><b><i>New staff are trained and they are able to deliver the intervention confidently.</i></b></p> <p><b><i>Purchase Ten Town for EYFS</i></b></p> <p><b><i>(£95)</i></b></p> <p><b><i>(cost of releasing staff pick up by the school, the programme itself is free )</i></b></p>		FO	July 21
<p><u>Extended school time</u></p> <p>Children are able to access a weekly catch-up club which runs after school on Fridays. The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the purpose of the work we doing.</p>	<p><b><i>The cost of 2xTAs per club for two hours a week across the autumn term.</i></b></p> <p><b><i>(£4,400)</i></b></p>		FP	Ongoing
<b>Total budgeted cost</b>				<b>£26,995</b>

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>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>Pupils eligible for FSM will not be disadvantaged if self-isolating and will still be provided with meals.</p>	<p><b><i>We will continue to use Seesaw to engage with parents and carers at home and also to provide remote home learning when pupils isolate.</i></b>  <b><i>(cost of releasing staff pick up by the school)</i></b></p>		FP	Feb 21
	<p><b><i>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.</i></b></p> <p><b><i>Cost of CGP revision booklets for years 5 and 6 pupils</i></b>  <b><i>£320</i></b></p> <p><b><i>Access Morrisons FSM food parcel service, continue to access Fair Share and Back Pack Buddies charities to access charitable food donations for our vulnerable families.</i></b>  <b><i>(£0 cost to the school)</i></b></p>		FP/KL	Feb 21
<p><u>Access to technology</u></p> <p>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><b><i>School ipads given to pupils isolating so remote learning can take place via the Seesaw App.</i></b>  <b><i>(cost picked up by the school)</i></b></p>		FP	Feb 21
	<p><b><i>Purchase of webcams</i></b>  <b><i>(£75)</i></b></p>		RH	Feb 21

Teachers have webcams in classrooms to be able to teach remotely if isolating. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.				
<u>Summer Support</u> Pupils in upper key stage two able to access catch up english and maths sessions over the summer holidays.	<b>2 members of staff working 9-12am for last two weeks of summer holidays to provide catch up sessions.</b> <i>(cost picked up by the school)</i>		FP	Sept 20
<b>Total budgeted cost</b>				<b>£395</b>
<b>Total cost</b>				<b>£28,210</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£16,160</b>
			<b>Cost paid through school budget</b>	<b>£12,050</b>