

Catch-Up Premium Plan Norley CE Primary School

Summary information

Academic Year	2020-21	Total Catch-Up Premium	£7280	Number of pupils	102
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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 from FS2 to Year 6.

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	We have noticed that children are 'out of practice' and are not as fluent with their maths. They have started back well on the topics we are teaching but we are mindful that these topics were also taught last autumn in school and feel that the summer topics that weren't taught last year in school last year, will show more gaps.
Writing	Stamina has been our issue here. Writing has always been a subject we need to focus on to get achievement to match that of reading and maths. After the first lockdown not all children had engaged with home learning and we felt they had lost the ability to write at length. Use of vocabulary in writing did not match the quality used in speech. (Ofsted 2019) Reception children Sept 2020- lots of children with poor speech. (1 child has been referred to Speech And Language Therapy-SALT)
Reading	Reading has always been our forte but as the children didn't have access to reading books in lockdown they lost momentum so fluency and comprehension has suffered. When looking at achievements across the classes for the Autumn term baseline, reading dipped the most across the school.
Non-core	Certain topics in science weren't taught during lockdown and this will leave gaps to fill. The topics are repeated in each class so teachers will have to be aware of starting a year behind to build on a concept. See Lost learning Plans.
Social and Emotional	Initially, when children returned to school they wanted to start learning and thrived on routine. As the term progressed we saw cracks appearing in some children. They lost confidence in themselves and struggled to interact with each other. We started working on recognising feelings and celebrating differences. We wanted children to recognise and celebrate sadness as much as happiness. As a staff we did some trauma training and mindfulness training for us and the children.

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 related whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>High quality teaching for ALL... Supporting great teaching:</u>	<p>Leading by example, allowing others to watch examples of great lessons being delivered in our school.</p> <p>CPD to continue in house and online where available.</p> <p>NQT to access LA and Diocese support.</p> <p>£0 class cover to be organised in house with TA's.</p> <p>NQT Support £400- Diocese and £200 LA (already in budget)</p>		HK NB GW	Spring Term
<u>Effective diagnostic assessment... Teaching assessment and feedback:</u>	<p>Working with First 4 Maths and The Literacy Company we have started to assess gaps in learning and have worked with them to put together planning that is bespoke to our classes.</p> <p>Teacher assessment is moderated and has been accurate across all subjects, to date.</p> <p>PIRA and PUMA assessments to be used to identify any specific gaps in reading and maths.</p> <p>£ Already in CPD budget (£750 per term)</p>		NB HK	
<u>Supporting remote learning... Ensuring equity of access for all:</u>	<p>In the Autumn Term we had staff meetings to look at how we would provide remote learning. Staff had time (built into the day) to practice delivery and to see which children could/ couldn't engage.</p> <p>HK analysed who needed support and what support we could provide. We have enough laptops to hand out and are eligible for 2 more from the DfE. Some parents requested paper copies but some parents have said that due to commitments and working from home they wouldn't have time to support their children. Staff will put on a variety of remote learning that children could do independently. £ printing- no extra cost because that would have been done had children been in school.</p>		HK	
<u>Focusing on professional development... Supporting great staff:</u>	<p>Focussed cpd for staff- some using IT and for others planning in English and maths especially.</p> <p>Well-being for all and giving staff time if needed. Whole school Trauma Training and Well being Training.</p> <p>PPA secured weekly and at regular times with staff having the option to work from home. £ 600 well being training</p>		HK	
<u>Transition support... Welcoming new starters:</u>	<p>Work started in the summer term to prepare new starters to begin school in September. Packs were delivered and Zoom calls to welcome and introduce them to our school.</p>		HK JA (GW on inset day)	

	Transition into the next class in September started slowly with lots of Well being activities based on books. £ 120			
Total budgeted cost				

ii. Targeted academic support				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>High quality 1-to-1 and small group tuition...</u> <u>Academic tutoring programme</u>	Using RANSTAD and the National Tutoring Programme (NTP) we will be giving all children 15 hours 1:3 targeted tuition. <ul style="list-style-type: none"> • Tutors will be qualified teachers. • Children in each year group to be grouped with similar children and specific objectives given to the tutors. • In the summer term we will extend this offer but 1:1 for specific children. • Depending on the group there will be a weighting to either English or maths. • There will be some filling in of gaps with the more able children. • For others there will be mastery • SEND children will concentrate on specific targets as given by teachers on their SEND profiles. 1:3 tuition £ 3937,50 (15 hours per child) Resources associated with set up and delivery tutoring £143.33 1:1 tuition £1339 in the summer term SALT for reception children £1040		HK Helen Simpson Victoria Foreman SALT specialist (Chatty Therapy)	Spring Term
<u>Teaching Assistants and targeted support...</u> <u>Intervention programme</u>	Interventions will run alongside catch up tuition for pupils who have the biggest gaps in learning. These will run weekly at the same time. <ul style="list-style-type: none"> • Spelling groups will be supported by a TA. • Reading practice will be lead by a TA and co ordinated with volunteers. • HLTA will used FFT Wave 3 with a group of year 3 children to improve their writing. • Phonics groups will continue in key stage 1 with TA support. • Speech and language training for TA's and small group work with reception children. 		GP DB	
<u>Extended school time...</u>	N/A			

<u>Before/After school focussed support clubs</u>				
<u>Planning for pupils with SEND... Intervention programme</u>	To continue with teachers giving targets and SENCO planning for interventions and in class support to take place. Funding for a third TA to support children on 1:1 if needed- reintegrating into school after being off for so long.		HK	
			Total budgeted cost	

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents/carers with pupils of different ages... effective communication with the wider community:</u>	Directing parents to materials they can use to support their children's education especially reading. This has been done on the class pages of the website so parents can access materials over the holidays if required. Supporting the Norley 0-5 group to provide group support for pre school children.		HK	
<u>Ensuring access to technology... Enabling all learners equal access to the provision:</u>	If needed we will loan out school laptops or ipads for parents to use at home. Print outs of work will also be available. Teachers will put onto the website the work they are teaching in class so all children can continue to make progress even if they are isolating. Instructions for home learning will be clear and scaffolding provided. Feedback on work produced remotely will be marked and feedback given to all pupils. Instructions will be provided to parents to ensure they can access the remote learning via their child's login details. Further instructions and a chance to practice how to download, upload and watch pre recorded videos will be provided to parents and children.		HK and teachers	
<u>Supporting pupils' social, emotional and behavioural needs... Whole school recovery curriculum/SEL curriculum:</u>	Staff have been trained on Trauma and we have access to the https://westcheshirechildrenstrust.co.uk/ website for further advice.		All staff	

	<p>Mindful training was delivered by a psychologist for staff themselves and to support children within their classes. Resources are being built up to deliver regular sessions built into the working week.</p> <p>£600 Training (as above) £100 resources</p>			
Total budgeted cost				£7280
Cost paid through Covid Catch-Up				£7280
Cost paid through charitable donations				£0
Cost paid through school budget				£0

£7280 £4246 + £3034