

Catch-Up Premium Plan

Salway Ash CE VA Primary School

Summary information					
School	Salway Ash CE VA Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£9,200	Number of pupils	115

Guidance	
<p>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.</p> <p>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.</p> <p>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.</p>	
Use of Funds	EEF Recommendations
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supporting great teaching <input type="checkbox"/> Pupil assessment and feedback <input type="checkbox"/> Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> One to one and small group tuition <input type="checkbox"/> Intervention programmes <input type="checkbox"/> Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supporting parent and carers <input type="checkbox"/> Access to technology <input type="checkbox"/> 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 find concentration for periods of time harder and 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. SPaG 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.</p>
Reading	<p>Reading was more accessible for families and required less teacher input during lockdown. 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 school's culture of having a love of reading did not directly translate for all pupils. Children's comprehension has also suffered through lack of quality conversation around the texts they were reading during lockdown. The bottom 20% of readers have been disproportionately affected and have 'lost' knowledge and recall of phonics which leads to a lack of fluency in reading. Initial phonics checks demonstrated 50% of Y2 pupils achieve the pass mark which was considerably lower than we had predicted if there were no lockdown.</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> <p>Physical and mental health and wellbeing have been affected in many pupils.</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?
Online subscriptions for White Rose Maths and Cracking Comprehension for whole school to provide appropriate learning resources for all pupils regardless of year groups and abilities in order to aid with 'catch up'.	<i>White Rose Maths and Cracking Comprehension resources across the school to provide appropriate learning resources for all pupils.</i> (£594)		LC JE SJ KC KF ES	Feb 21
<u>Teaching assessment and feedback</u> 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.	<i>NFER Standardised tests to identify gaps and to track performance.</i> (£534)		SJ KC KF ES	Jan 21
<u>Transition support</u> Children who are joining school from different settings or who joining Reception at Salway Ash have an opportunity to become familiar and confident with the setting before they arrive.	<i>A virtual tour of Salway Ash Primary School shared on the school website with all new-starters. Carry out virtual meeting with new starters so that the children are confident in joining school. Additional time for Y1 pupils to spend in Class 1 to aid their transition.</i> Staffing budget		LC JE	July 21
Total budgeted cost				£ 1128

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group work</u> Identified children will have significantly increased rates of reading fluency and prosody. 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 with increased levels of comprehension and dips in reading attainment will be negated. Identified children will have their understanding of basic maths skills and application of number reinforced and dips in maths attainment will be negated. Identified children will revisit SPAG and phonics rules and practice their writing and dips in writing attainment will be negated.	<p><i>Support teacher on a fixed term contract to support bubbles with 1:1 and small group reading, writing and maths.</i></p> <p><i>Support teacher to liaise with class teachers to support planning and knowledge of pupil's strengths and areas requiring catch up.</i></p> <p><i>Training and support for support teacher to enable her to teach targeted pupils with first class teaching.</i></p> <p>(£5201)</p>		All staff LC RM	Jan 21
<u>Intervention programmes/ Catch up resources</u> Appropriate Numeracy, Reading, Comprehension and Writing resources used allowing identified pupils to catch up following lockdown restrictions	<p><i>Teachers and support teacher use existing and new resources to support targeted pupils including:</i></p> <p><i>AR Readers levels 1.0-2.9</i></p> <p><i>Comprehension Ninja</i></p> <p><i>Spelling task Activity cards</i></p> <p><i>Year 1 Spelling:52 Weeks of Spelling</i></p> <p><i>Jolly phonics sound strips</i></p> <p><i>Power Maths</i></p> <p><i>Experience of teachers aids new support teacher in delivery of specific resources and interventions.</i></p> <p>(£673)</p>		All staff LC	Jan 21
<u>Extended School Time</u> N/A				
Total budgeted cost				£7002

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> 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 so that all can access learning irrespective of ability of child/parent to navigate the online learning.	Additional online learning resources; MyOn, AR Reader and Sumdog (£3253)		LC	Feb 21
	Workbooks for children across all age groups to take home in case of self-isolation, bubble closures or school closure. (£1,124)		LC ES KF SL KC JE	Feb 21
<u>Access to technology</u> iPads and laptops available. Children can access additional devices so that they can rotate through discrete teaching, reading comprehension and independent online activities. Teachers have laptops that are equipped with webcams and allow access to school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children through eSchools. IPADS or laptops assigned to each class to support online learning at school and at home. Staff will have increased confidence in delivering online learning and use of technology.	32 laptops for all years 5 and 6 pupils to have individual devices together with carrying cases, headphones and chargers in order for home learning online to be accessible for all. Also allowing for increased accessibility to IT and cross curriculum teaching and learning in school. (£8952)		LC DH	Feb 21
	6 iPads to aid with catch up teaching and learning in school. Also to be lent to parents to support home-learning if needed in case of extended self-isolation, bubble closures or school closure. (£1608) Training and support provided by IT consultant (£1690)		LC DH	Feb 21
<u>Summer Support</u> – N/A				
Total budgeted cost				£23,629
Cost paid through Covid Catch-Up				£9200
Cost paid through school budget				£14,429
				£23,629