

# Catch-Up Premium Plan Congerstone Primary School *(First written Aut 2020, updated Feb 2021 and Sept 2021)*



| Summary information |         |                        |                                |                  |     |
|---------------------|---------|------------------------|--------------------------------|------------------|-----|
| Academic Year       | 2020-21 | Total Catch-Up Premium | £13,200 (based on 165children) | Number of pupils | 181 |

## Guidance

Teachers and families across the country have provided extraordinary support to help children learn at home during the Covid-19 pandemic. However, the government recognises for many children, the disruption caused by school closures will have had a negative impact on learning and wellbeing. Compensating for the negative impact of school closures will require a sustained response through a range of approaches Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures. However, all families have been affected for a whole range of reasons resulting in a whole range of academic, emotional and wellbeing issues affecting children in our school.

Our Response is based on guidance and research conducted by the Education Endowment Fund (EEF), which summarises key support strategies.

Schools' allocations have been 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 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                  |   |
|--|--------------------------------------|---|
| <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 <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have flexibility to spend funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> with evidence-based approaches to catch up for all students. It is recommended schools use this document to help them direct their additional funding in the most effective way.</p> | Teaching and whole school strategies | <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul>      |
|  | Targeted approaches                  | <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> |
|  | Wider strategies                     | <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>                |

## Identified impact of lockdown

|                                       |   |
|---------------------------------------|---|
| <p><b>Building Learning Power</b></p> | <p>Prior to lockdown our children were on the whole self-motivated responsible learners who had developed good skills in problem solving and reasoning through high expectations, excellent classroom teaching and a range of active learning strategies. We appreciate many parents have worked very hard to engage children with their home learning. However, the nature of lockdown meant 1:1/ small group was the norm and children have found the transition back to whole class difficult; independence, self-motivation and sustained stamina have had to be rebuilt and some are still working on this. This is especially visible in children who joined us in the year prior to or during lockdown; for them Building Learning Power had yet to be embedded.</p> |
|---------------------------------------|---|

|                 |   |
|-----------------|---|
| <b>Maths</b>    | Many children have worked hard with their maths through the home learning we provided. However, for some children specific content has been missed, leading to gaps in learning and stalled sequencing of some key aspects of maths. Assessment for learning is helping to identify gaps and misconceptions and enable targeted intervention to be provided   |
| <b>Writing</b>  | Children haven't 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. The bottom 20% of readers have been disproportionately affected and this has in turn affected their writing confidence and skills   |
| <b>Non-core</b> | Our lockdown home learning has been based on our long term curriculum plans and teachers continued to provide a range of subjects from across the whole curriculum, with especial emphasis on health and wellbeing. However, the different levels of engagement throughout school have created a gap between those who have enjoyed engaging with home learning and those who have struggled. 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>Ensuring every teacher is able to support every child to achieve the best outcomes they can by through the provision of quality intervention sessions and a relevant safe curriculum.</p> <p>Ensure children in Y2 and Y6 have additional teaching support to reduce gaps in learning .</p> | <p><b>Additional teacher* time to plan blocks of quality intervention sessions, which are specific to year groups; providing continuity and progression throughout key themes e.g reading comprehension. (£25 a hr £200 a day = £1600</b></p> <p><b>Additional teacher time to review and adapt our planned curriculum ensuring it is safe and relevant to current situation. £1400</b></p>         | <ul style="list-style-type: none"> <li>• Blocks of group intervention materials filed onto server.</li> <li>• Staff meeting time allowed staff to study resources.</li> <li>• Recovery curriculum met emotional needs of children</li> <li>• Data analysis -Cohort Targets Review July 21- showed intervention groups had an impact</li> <li>• Staff/children safety – low number of cases</li> </ul> | <p>JA/AR</p> <p>JA/AR</p> | <p>Feb 21</p> <p>Feb 21</p> |
| <p><u>Teaching assessment and feedback</u></p> <p>Teachers can identify gaps in learning and use this to inform additional support for future learning</p> <p>This information is used together with pre and post teaching sessions will form the basis of personalised small group and individual support.</p>                         | <p><b>Purchase and implement the NFER termly assessments. Complete termly tests and record assessments on NFER assessment grids to identify gaps/inform future plans (£1500)</b></p> <p><b>Teaching Assistants to provide pre/post teaching sessions with small groups and individuals on (tasks provided by classteacher &amp; teacher*) (1hrs x 20 weeks x £12 = £250 x 7 classes= £1680)</b></p> | <ul style="list-style-type: none"> <li>• Assessments provided a starting point to identify learning gaps and inform planning</li> <li>• Regular planned sessions for identified children – see Provision Map and Cohort Target Review</li> </ul>  | <p>CS</p> <p>AR</p>       | <p>July 21</p>              |

|   |   |   |                     |                |
|---|---|---|---------------------|----------------|
| <p><u>Transition support</u></p> <p>Children join our school from many different settings are able to become familiar and confident with the setting before they arrive.</p> <p>Children who joined mid year are provided with support to become confident with our learning ethos; Building Learning Power</p> | <p><b><i>A book showing pictures of our school for new starter to reception class which can be provided for them (£300)</i></b></p> <p><b><i>Ensuring Building Learning Power is included within assembly themes to ensure they become confident with Building Learning Power and settle in quickly</i></b></p> | <ul style="list-style-type: none"> <li>•</li> <li>• New children transitioned into school Sept 2021 with minimum issues</li> <li>• Daily assemblies in class – using themes provided – ensured regular time to discuss/share worries and support wellbeing</li> </ul> | <p>CH</p> <p>AR</p> | <p>Ongoing</p> |
| <b>Total budgeted cost</b>  |   |   |                     | <b>£ 6480</b>  |

| <b>ii. Targeted approaches</b>  |   |   |                   |                       |
|---|---|---|-------------------|-----------------------|
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>   | <b>Impact (once reviewed)</b>   | <b>Staff lead</b> | <b>Review date?</b>   |
| <p><u>1-to-1 and small group tuition</u></p> <p>Identified children will receive support to ensure they are able to make sense of their feelings and apply themselves fully to their work</p>   | <p><b><i>ELSA time to allow more sessions to support children who are finding it difficult to manage their emotions</i></b></p> <p><b><i>1 afternoon a week = 2hrs x 24 weeks x £14 = (£750)</i></b></p>  | <ul style="list-style-type: none"> <li>• Identified children received blocks of ELSA time – this has been extended into Sept 2021. ELSA summary report shows improvement in attendance, anger management and reduced anxiety</li> </ul>   | <p>VC</p>         | <p>Feb 21 June 21</p> |
| <p><u>Intervention programme</u></p> <p>An appropriate additional online support package that can provide support for children who learn differently numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p> | <p><b><i>Purchase (following a trial) Nessy learning site, so children find a try a different approach to fill gaps in learning £450 +P Prem</i></b></p> <p><b><i>Purchase additional CGP materials that can be used in class and at home (£100)</i></b></p> <p><b><i>Teaching Assistants to take intervention groups using resources produced by teacher * (inclusive of entry and exit data). (1.5hrs x 20 weeks x £12 = £250 x 7 classes= £2520)</i></b></p> | <ul style="list-style-type: none"> <li>• Especially useful for children who struggled with home learning – provided bespoke resources, improved engagement – see Nessy log</li> <li>• Regular planned sessions led by key TA staff who were able to have a wider view of intervention across more than one year group. Provision Map/Cohort data</li> </ul> | <p>DP</p>         | <p>July 21</p>        |
| <b>Total budgeted cost</b>  |   |   |                   | <b>£3820</b>          |

| <b>iii. Wider Strategies</b>   |   |  |                   |                     |
|--|---|--|-------------------|---------------------|
| <b>Desired outcome</b>   | <b>Chosen action/approach</b>   | <b>Impact (once reviewed)</b>  | <b>Staff lead</b> | <b>Review date?</b> |
| <p><u>Supporting parents and carers</u></p> <p>Children have access for learning at home; opportunities which do not always require parental support, therefore contributing towards 'Building</p> | <p><b><i>Online learning subscriptions- Bug Club, Mymaths and TT Rockstars to support children reading at home. £2300</i></b></p> | <ul style="list-style-type: none"> <li>• Engagement levels for home learning was good (<i>Children /parents evaluation reports</i>)</li> </ul> | <p>AR/ CS</p>     | <p>Feb 21</p>       |

|  |  |  |                     |   |
|--|--|--|---------------------|---|
| Learning Power' (and increasing likelihood parents can sustain home-learning.)   |  | <ul style="list-style-type: none"> <li>• Sites still being used to support learning</li> </ul>   |                     |   |
| <p><u>Access to technology</u></p> <p>Home learning provision is extended and widened – building on the use of the platform from first lockdown.</p> <p>Teachers have reliable laptops which allow teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children through wider more connected formats. Teachers old laptops can be used for children in school or if required support home learning during self-isolating</p> | <p><b><i>Seesaw upgrade – (£800)</i></b></p> <p><b><i>Purchase 6 laptops. This will mean there are some additional laptops in school which can be used by children to support the curriculum. They can also be lent to parents to support home-learning if needed. (£3600)</i></b></p> <p><b><i>Purchase 5 iPads to use with online learning platforms for intervention (<del>£1500</del>)</i></b><br/> <i>(£1000 paid through CC-UP + £4,100 from budget)</i></p> | <ul style="list-style-type: none"> <li>• Vital – reliable platform allowing for teacher feedback to be as effective as possible (<i>Children /parents evaluation reports</i>)</li> <li>• 6 laptops bought allowing others to be reallocated to other staff and children</li> <li>• 2 iPads bought with Dixie Foundation grant to access and support in school with bubbles. 4 from DFE were used for children to use Seesaw at home</li> </ul> | <p>AR</p> <p>AR</p> | <p>Oct 20</p> <p>Feb 21</p>                       |
| <p><u>Summer Support</u></p> <p>NA</p>   |  |  |                     |   |
| <b>Total budgeted cost</b>   |  |  |                     | <b>£ 3100</b>                                     |
|  |  |  |                     | <b>Total</b>                                      |
|  |  |  |                     | <b>£13,400</b>                                    |
|  |  |  |                     | <b>Cost paid through Covid Catch-Up</b>           |
|  |  |  |                     | <b>£13,200</b>                                    |
|  |  |  |                     | <b>Additional cost paid through school budget</b> |
|  |  |  |                     | <b>£200</b>                                       |
|  |  |  |                     |   |