



Catch-Up premium plan - Tillington Manor Primary School 2020-2021



Total Catch-Up premium	£18,000	Objective:	To spend the Catch Up funding effectively to minimise any gaps in learning, caused by the disruption to pupil education as a result of COVID-19, is narrowed
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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 in Reception through to Year 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.

How to use 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

Research conducted by the EEF and others around the world strongly suggests that compensating for the negative impact of school closures on the gap will require a sustained response. School leaders will need to make difficult decisions about what to prioritise in the coming months, recognising the tremendous strain the pandemic has already placed on teachers and children. Professor Becky Francis, Chief Executive, Education Endowment Foundation (EEF)- June 2020

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

Impact of Lockdown

English	<p>Writing Stamina – children lost their stamina to write at length or for longer periods of time.</p> <p>SPAG – Spelling and grammar was not as precise and children were missing basic skills due to the impact of children been away from class teaching in school.</p> <p>In KS1, children have shown issues with their fine and gross motor skills and there has been a huge lack of skill in holding a pencil, drawing and name writing.</p>
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	<p>Y1 and Y2 Phonics. Children have missed a huge part of phonics teaching across both lockdown and limitations have been made on RWI and groupings.</p> <p>Comprehension skills have declined especially around inference and vocabulary. Reading stamina in KS2 has also dropped and children are losing focus easily.</p>
Maths	<p>Arithmetic was weak in baseline assessment</p> <p>Reasoning and Problem solving as some whole units of white rose were taught remotely. It was difficult to use concrete methods as you would in the classroom</p>
Wider Curriculum	<p>Knowledge of whole units have been taught remotely. Children engaged less in foundation subjects as parents focused more on the English and Maths.</p> <p>Visit and residential have been missed as well as extracurricular and enrichment</p>

Objective		Success Criteria			Evaluation
<p>To spend the Catch Up funding effectively to minimise any gaps in learning caused by the disruption to pupil education as a result of COVID-19, is narrowed by:</p> <p>a: catch-up in order to achieve the standards they are targets for – WT/EXS/GD</p> <p>b: diminish further the gap with EX for children with SEND/PP</p> <p>c: Develop further independence in learning</p>	<ol style="list-style-type: none"> All groups of pupils to make better than expected progress and meet individual targets, especially vulnerable groups. The children’s social emotional and mental health needs are considered to allow children to access the curriculum offered. A broad curriculum is on offer that is progressive of skills and knowledge to build on prior learning. Pupils prior knowledge is built upon by high quality teaching monitoring by senior leaders. Effective IT to support learning. 	Completed			
		Started			
		Not Started			
		Continuation			
<p>1. Teaching and whole school strategies</p> <p>Supporting great teaching</p>	<p>*Baseline assessments were carried out in September when children returned to school. Individual, aspirational targets were set and action plans created to target whole class, group and individual needs.</p>				
	Aim and key actions	Cost	Impact	Responsible	
	<p>Increase the % of children working at expected standard in reading</p> <ul style="list-style-type: none"> Re-introduce the AR programme using awards as motivation. Train staff to track children using SS for the half termly assessment. Interventions in place for children not on track. KS2 set of IPADs as shared use to allow children to access quizzes in class regularly Implement MYON to allow children to continue to read at home and for teachers to use cross curricular reading. DEAR time across school and DEAR training for TAs 	<p>£2000</p> <p>IPADS: £5200</p> <p>£1400</p>	<p>Baseline NFER whole school average 34% to 54% Summer Baseline Assessment whole school average 57% to 72%</p>	<p>JB</p> <p>JS</p>	

<p>2 . T 3</p>	<p>Increase the proportion of children achieving EXP and GD standard in Communication and Language in EYFS</p> <ul style="list-style-type: none"> Target Language development through implementing the NELI project plus enhancing the provision with resources to support language development across EYFS <p>Allow children to experience a broad range of opportunities and experience quality first, tailored teaching</p> <p>Music and Sport Provision – specialised teaching put in place to support with activities missing during lockdown.</p> <ul style="list-style-type: none"> Each class will have targeted curriculum support in small groups allowing the teacher to do some quality first teaching. (class split in half and swaps) <p>Develop independence across the curriculum</p> <ul style="list-style-type: none"> Metacognition. Staff training and coaching on Metacognition and self-regulation to use within the classroom. <p>Whole school focus book to support wellbeing and transition all the children back into school.</p> <ul style="list-style-type: none"> Here we are Orion and the dark 	<p>£1500</p> <p>£9000</p> <p>£100</p> <p>Training carried out by SENDCO</p> <p>£1000</p>	<p>Continued into Y1</p> <p>Increased proportion of children achieving ARE in each year group in R/W/M</p> <p>Continued staff training next academic year</p> <p>All children transition back into school.</p> <p>97% happy in questionnaire</p>	<p>KH/JSh</p> <p>JB</p> <p>KBr</p> <p>JB</p>
<p>*</p>				

	Aim and key actions	Cost	Impact	Responsible
	<p>Group work Children in Year 2 and Year 3 receive smaller group support (provided by qualified teachers) to support the children in these cohorts to make accelerated progress in Reading, Writing and Maths.</p> <ul style="list-style-type: none"> Children put into year groups for teaching of key areas of the Maths, English and Reading curriculum. <p>Purchase concrete materials to support children to access Maths lessons</p> <ul style="list-style-type: none"> Purchase Numicon to support all children including SEND learners. <p>Identified pupils (including pupil premium and SEND pupils) to make accelerated progress in Reading, Writing and Maths by teaching and/or reinforcing pre-requisite knowledge and skills alongside new learning.</p> <ul style="list-style-type: none"> Additional interventions planned for reading, writing and maths in Key Stage 1 and 2 for children requiring additional support. Baseline assessments used to identify gaps for targeted support. Intervention action plans in place for each year group. Additional one to one reads with targeted children. SENCO to work closely with teachers to provide the correct support for pupils with SEND. Training provided for precision teaching. Pupil progress meetings with the headteacher to identify next steps for all children in Reading, Writing and Maths <p>Extended school time To support and enhance phonics provision for children who are in Y2 but due to a staggered start arrive later 9.00am</p> <ul style="list-style-type: none"> Identified children to attend “booster” catch up sessions before school in Y2 so they access all of RWI. 	£1000	Positive transition Next to see results for next year	JB
		£600	10% increase of children attaining ARE in Reasoning and problem solving.	CT
		All interventions to be carried out by class teachers and teaching assistants. No additional cost required.		NH
		£300	85% AT EXP in NFER (increase of 73%) 63% EXP in AR (increase of 21%)	
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2. Wider strategies	Aim and key actions	Cost	Impact	Responsible

	<p>Access to technology Provide direct teaching from home. Teachers facilitate effective home learning with increased capacity to share resources and communicate learning to children. Develop the use of TEAMS across the school for all staff and pupils. Training for staff to use TEAMS to teach and connect remotely for training purposes.</p> <ul style="list-style-type: none"> • Appropriate equipment provided, including webcams and microphones, and training to ensure that teachers can facilitate learning in different ways throughout the academic year. <p>DFE Strategy – source of laptops and dongles</p> <ul style="list-style-type: none"> • Apply for extra devices and dongles for families who do not have the required technology to access home learning. <p>ELSA Training</p> <ul style="list-style-type: none"> • CPD for a TA to develop the emotional literacy and overall resilience of children and young people. This is linked to the metacognition training, and specifically for LAC children but other children with SEMH needs will benefit. <p>Edukey</p> <ul style="list-style-type: none"> • Introduction of provision mapping software to ensure support for SEND pupils is succinct and targets are SMART. Training provided for staff. Encouraged parental engagement and robust monitoring/identification of need. Enabled sharing and updating of PLPs during remote learning. <p>Attachment and trauma training</p> <ul style="list-style-type: none"> • Training accessed to support young children who were struggling with SEMH following attachment and trauma issues, which were exasperated by the pandemic <p>Emotion coaching</p> <ul style="list-style-type: none"> • Extra support for young people to self-regulate and manage their stress responses. Applied to groups of children post lockdown. <p>Restorative practice training</p> <ul style="list-style-type: none"> • Training accessed to improve behaviour post lockdown. Encourages pupils to show responsibility for their actions, and repair any harm that they have caused, resulting in reduced behaviour problems, improved achievement levels, and developed emotional literacy 	<p>£300 for licences for security.</p> <p>Set up done in school so no cost.</p> <p>Set up done in school so no cost.</p> <p>£800 – PP+ funding</p> <p>£800</p> <p>No cost- funded by VS</p>	<p>TEAMS effectively used during lockdown.</p> <p>87% engagement</p> <p>4 families given a dongle 27 families given devices</p> <p>All staff trained Effective use of plans being shared with parents</p>	<p>JB</p> <p>JB</p> <p>KBr/DLR</p> <p>KBr</p> <p>KBr</p> <p>KBr</p>
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