

# Catch-Up Premium Plan

## Queniborough C.E. Primary School

Summary information					
<b>School</b>	Queniborough CE Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£ 16640.00	<b>Number of pupils</b>	209

**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
<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 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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <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> <p>Wider strategies</p> <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	
<b>Maths</b>	Children were able to access resources from Maths Mastery over lockdown and the sequence and pedagogy of this, plus availability of recorded lessons has meant that most of our children have made good progress in maths. Some children, mainly those that did not engage so well with online learning have fallen behind Children still have an appetite for maths and lockdown has not affected their attitudes however some of them are quite simply, 'behind'. 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 NFER arithmetic assessments that were carried out at the start of the Autumn term.
<b>Writing</b>	Children have 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. Handwriting across the school is generally poor and is most likely due to the fact that live (in lesson) marking of this was impossible during lockdown.
<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 read widely is now larger. Reading Comprehension is an area of focus for Key stage two children as opportunities to practice these skills were not always undertaken. Phonics knowledge/attainment declined over the Summer holidays and is a focus for Year 1 and Year 2 children. In addition to this some Year 2 children require some extra work on Phase 5 in preparation for their delayed phonics screen which is due to take place later in the Autumn term 2020
<b>Non-core</b>	There are now some significant gaps in knowledge – some 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.
<b>Other</b>	Some children have experienced bereavement and loss during lockdown period. Other children are showing increased levels of general anxiety due to the pandemic.

**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>Year 1 and 2 Phonic knowledge gap decreased.</p> <p>Raise standards in GPS in Key Stage 2 through targeted support. GAPS scaled scores increased from September assessment. Higher % making age related expectations.</p> <p>Raise standards in writing across the whole school, Whole school focus on moving children from WTS to EXS level</p>	<p><b>Extra teaching time on Phonics. Small group of 3 in Year 1 and 6 in Year 2 TA in Year 2 to provide extra sessions daily for Phase 5 revision</b></p> <p><b>GPS intervention set up for children in each KS2 cohort using intervention team- EH/HC/HS to plan and deliver interventions for 6 week blocks for children identified by class teacher</b></p> <p><b>English coordinator to closely monitor the progress of children who are WTS in writing in each year group. Whole school focus on moving children from WTS to EXS level (especially those who have fallen into the EXS band since Summer 2 2020.</b></p>		<p>HF/EH</p> <p>HB</p>	<p>Feb 21</p> <p>Dec 20</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>Purchase and implement NFER assessments in English and Maths. Complete an early Autumn 1 test and termly tests there after and record assessments on O Track to identify gaps and track performance. (£378)</b></p>		All staff	July 21
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling at Queniborough in EYFS have an opportunity to become familiar and confident with the setting before they arrive.</p> <p>Children settle quickly into new class. Able to express worries and concerns.</p>	<p><b>A longer staggered start to term for Foundation Stage children. Two weeks of half days</b></p> <p><b>Parent consultation meetings prior to children starting for EYFS children and welfare calls for new starters.</b></p> <p><b>Opportunities provided for handover to new teachers to ensure smooth transition from class to class within the school</b></p>		<p>HF</p> <p>All teachers</p>	<p>August 2020</p> <p>ongoing</p>

Total budgeted cost £ 378

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition in mathematics</u></p> <p>Identified children will have significantly increased recall of basic number facts and times tables. children will be better able to recall addition facts, times tables and taught calculation strategies. Gaps in knowledge will be identified and plugged.</p>	<p><b><i>A maths intervention tutor will be employed 1 day (5 hours) per week to provide catch up sessions in mathematics for children who are WTS the expected standard in maths across the school</i></b>  <b><i>Some maths intervention will also take place using an HLTA (seconded for a year)</i></b>  <b><i>HLTA and maths intervention teacher to liaise regarding coverage of objectives</i></b> (£8341)</p>		LC/HC	Feb 21
<p><u>Rigorous Intervention programme established for English</u></p> <p>Identified children will have significantly increased writing stamina and improved standards of spelling, grammar punctuation and handwriting.</p> <p>Identified children will have significantly increased rates of reading fluency. 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.</p>	<p><b><i>An HLTA will be employed for 17.75hrs per week to provide catch up sessions in English for children who are WTS the expected standard in Writing across the school. They will work in conjunction with class teachers and use NFER data to target underachieving pupils</i></b></p> <p>Head teacher and some other support staff (HS/ NW) to also provide intervention during afternoon sessions (£7921)</p>		HC/HS/EH/ NW	Feb 21
			<b>Total budgeted cost</b>	<b>£16262</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>Google classroom set up. Children have own logins and can access work through this platform/ Children will receive clear explanations in lessons and will receive pertinent feedback on how to progress</p>	<p><b><i>Additional online learning such as Spelling Shed and will be purchased so that children can practise spellings and at home.</i></b></p> <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>Google Classroom set up. Children have access to immediate remote education with own logins and can access work through this platform with ease. Ability to return work for marking by teacher improved. Opportunities for live Wellbeing catch up sessions or lesson input increased so that there is a balance of live and recorded lessons and online and offline learning</i></b></p>		<p>EH</p> <p>EH</p> <p>JC/HW/EH</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Access to technology</u></p> <p>Teachers have laptops/ipads that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p> <p>Additional laptops secured (using National scheme) for children who may not have equipment at home to support home learning through Google Classroom. These can be issued to children during extended periods of home learning</p>	<p><b><i>Training for Teachers in Google Classroom platform to take place later in Autumn 2 with the intention of moving away from Weduc home learning tab. Increased features then available for teachers to use to ensure that Home learning is sequenced and in line with that which would happen if the children were on site</i></b></p>		JC/HW	Dec 20
<p><u>Summer Support</u></p> <p>NA</p>				
<b>Total budgeted cost</b>				<b>£ 0</b>

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