**COVID Catch-Up Premium Plan**

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| **Summary information** | | | | | |
| **School** | Vine Tree Primary School | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £15,840 | **Number of pupils** | 191 |

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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 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** |
| 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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).  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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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. | The EEF advises the following:  Teaching and whole school strategies   * Supporting great teaching * Access to technology – in school * Pupil assessment and feedback * Transition support * Professional development   Targeted approaches   * One to one and small group tuition * Intervention programmes run by Teaching Assistants * Extended school time   Wider strategies   * Supporting parent and carers * Access to technology * Supporting pupils’ social, emotional and behavioural needs |

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| **Identified impact of lockdown** | |
| **Maths** | |  | | --- | | Specific content from the previous year has been missed, leading to gaps in learning. Baseline assessment showed a significant decrease in the number of pupils at the expected standard for their age with significant gaps in understanding. 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 and reasoning assessments through the poor application of knowledge to problem solving. | |
| **Writing** | Children have lost essential practising of writing skills. Baseline assessment showed a significant decrease in the number of pupils at the expected standard for their age. Analysis of writing highlighted a lack of fluency and poor writing stamina, with understanding of punctuation, spelling and grammar rules forgotten by a significant number of pupils. EYs baselines have shown that children's physical development skills have been significantly impacted on and this will have an impact on handwriting/writing skills. This is relatable to pupils in KS1, and possibly KS2 pupils, as this would indicate that children have spent less time moving during lockdown. |
| **Reading** | Decrease in attainment but not as significant as seen in Writing and Maths, perhaps because more children were able to access reading during lockdown. 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.  EYFS & KS1 Phonics - specific content not taught due to lockdown meaning an interrupted programme. Pupils will need to restart programme from March 2021. |
| **Non-core** | 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. |
| **Catch Up Funding Premium Priorities** | |
| Priorities | 1. Through formative assessments identify gaps in learning which will be addressed through quality first teaching.  2. Identified pupils will receive targeted support to ‘keep up’ and ‘catch up’.  3. Develop remote education so that it is integrated into school curriculum planning to ensure all pupils have equal access. (Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of local or national restrictions.) |

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| **Planned expenditure -** The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools) | | | | |
| 1. **Teaching and whole-school strategies** | | | | |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting great teaching:  The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development.  Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports teaching and learning. In addition, reading books need to be quarantined and the library is out of action. Therefore, there is a need to increase the amount of reading scheme books we have available across all age phases to send between home and school.  Access to technology  To use technology to support teaching & learning and enhance pupil progress:  Activities and work set so that pupils have meaningful and ambitious work each day.  Teachers are able to deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.  To ensure continuous provision in the event of a year group/class closure due to Covid:  Progress of the most vulnerable pupils supported through access to IT so barriers to learning are removed.  Teachers are able to plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.  Activities and work set so that pupils have meaningful and ambitious work each day.  Teachers are able to deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally. Vulnerable pupils who may struggle to access remote education whilst not attending school are supported with their learning so that all pupils have access to high-quality education when remote working. | Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.  Purchase additional resources to enhance the quality of teaching and learning, Kapow Science, Edshed and Mathshed. (£1302.00)  Purchase additional manipulatives for each class. (£1020.30)  Purchase additional ‘Book Bag Books’. For Reception and Year 1 classes. (£676)  Additional laptops / Ipads, purchased through this funding, will be used in two classes to support teaching & learning and enhance pupil progress.  Each class provided with extra laptop provision will become a model of good practice creating exemplar models of blended learning.  The intention is that each class will embed laptop use as in integral and essential daily resource. (£277 per iPad x30 = £8,310)  In the event of a class/year group closure pupils will switch seamlessly to remote learning thus ensuring continuity of education.  If a local lockdown is implemented, we will distribute devices supplied for use by the DFE and use additional devices. We will offer immediate access to remote education for pupils who are required to remain at home. By allocating laptops to pupils working remotely from home, in the event of a year group/school closure, priority catch-up programmes will continue (as per planning) in order to support progress of the most vulnerable pupils. (17 DFE laptops available – nil cost) | Knowledge gaps will be identified and planning adapted to address these. This will ensure that attainment across the Curriculum is maintained and pupils attain in line with National Expectations.  The use of manipulatives in Maths will ensure that children are able to use concrete aids to build their understanding of abstract topics. Maths outcomes do not widen because of Covid and evidence of outcomes continue to improve across the school.  By ensuring prompt and relevant remote learning is accessible, any gaps that children experience in their learning due to absence will be minimised and data will evidence that predicted targets end of year targets will be achieved. | Subject leads | Jan 21  Feb 21  Jan / Feb 21 |
| Teaching assessment and feedback  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. | Purchase and implement the Rising Stars National Test-style Standardised Assessments suite New PIRA, NEW PUMA and GAPS). Complete termly tests and record assessments on MARK to identify gaps an on Insight to track performance.  Purchase SHINE online intervention resources for Maths and Reading (£720) | Ensuring effective feedback is given to pupils will enable them to identify areas for development and make improvements. Analyses of assessments will identify gaps and inform future planning. This approach will support in closing gaps in R/W/M - Data will evidence this. |  | Jan 21 |
| **Total budgeted cost** | | | | **£ 1,302 + £1,020.30 + £676 +£8,310 + £720 = £11,308.30** |

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| 1. **Targeted approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| 1-to-1 and small group tuition  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 and dips in reading attainment will be negated. | 1to1 Tuition for specific identified children who may belong to more than one vulnerable group such as disadvantaged and lower 20% or SEND, through National Tutoring Programmes.  Additional English and Maths interventions are identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (£3,000) | By providing catch-up interventions for identified children, data analysis will indicate gaps in maths and reading to close and progress to accelerate |  | Ongoing |
| Intervention programme  An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.  Maths intervention programmes will support children to make accelerated progress in maths and consolidate learning.  Same day intervention, will support children to keep up with their learning. | TAs will be deployed to carry out maths intervention programmes.  Same day intervention will take place with identified staff for some children each day depending on what they have not understood in the lesson that day. | By providing maths and reading  catch-up interventions for  identified children in the  afternoons, data analysis will indicate gaps in maths and reading to close and progress to accelerate. |  | On going |
| Extended school time  Identified children are able to access a weekly catch-up club (1hr per night). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process. | KS1, LKS2 and UKS2 phases will identify up to 10 children within the phase that require additional intervention. Weekly tutoring catch-up sessions with experienced staff on key concepts for targeted children who will need additional time and support to catch up. (£1.600) | By increasing targeted time spent reading/supporting maths 1:1, data analysis will indicate gaps in reading/maths progress will close. |  | Ongoing |
| **Total budgeted cost** | | | | **£3,000 + £1,600 = £4.600** |

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| 1. **Wider Strategies** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting parents and carers  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 if required so that all can access learning irrespective of ability of child/parent to navigate the online learning. | Purchase of additional online platforms such as spelling shed and Maths Shed.  Postage/ hand delivery of books/ stationery for families who request them  Opportunities for children to loan a device if necessary to access lessons and online material  Technical support for families and teachers. In the spring term additional ‘catch up premium’ has been spent on providing a range of exercise books and CGP books for children to use during lockdown, so that there is a balance of written tasks which do not require parents to print out resources or for children to complete work online. | By ensuring that children have access to quality maths and spelling practise at home, supplementing the learning they are doing in school, with challenges and tasks set by the teacher at their level, data analysis will indicate there is evidence of accelerated progress in maths and spelling. |  | Feb 21  March 21 |
| Access to technology  During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.  Teachers have laptops 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. | Use of catch-up premium to buy additional devices for children and staff to access, so that there is no barrier for them delivering or accessing online learning.  Staff training so that staff meet the home learning offer set out by the school. |  |  | Ongoing |
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| **Total budgeted cost** | | | | **£4,600 + £11,308.30** |
|  | | **Cost paid through Covid Catch-Up** | | **£15,840** |
|  | | **Cost paid through charitable donations** | | **£0** |
|  | | **Cost paid through school budget** | | **£68.30** |
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