



# Catch-Up Premium Plan Sherdley Primary School

Summary information					
School	Sherdley Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£33,040	Number of pupils	413

## 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</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>should use this document to help them direct their additional funding in the most effective way.</p>	<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>
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**Identified impact of lockdown**

<p><b>Maths</b></p>	<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 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 arithmetic assessments.</p>
<p><b>Writing</b></p>	<p>Children haven't necessarily 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.</p>
<p><b>Reading</b></p>	<p>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.</p>
<p><b>Non-core</b></p>	<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>

**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) – Completed Autumn 21.	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>The foundation subject 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. During Autumn term 1 children will access shortened 'topics' from the previous summer term. Teachers will use Knowledge Organisers from the previous year group to focus on key elements of knowledge and skills. From Autumn 2 teachers will teach the current year groups 'topics', but where appropriate will make links with the missing elements from the previous year group.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, resources can and are accessed regularly in Maths.</p>	<p><b>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</b></p> <p><b>Subject co-ordinators released to monitor subject areas (13 co-ordinators x 3 days per year each £6,240)</b></p> <p><b>Purchase additional resources for each year group.</b></p> <p><b>(£1,521)</b></p>	<p>All teachers reported that coverage of shortened topics was effective and children covered the main points. Current year topics covered from start of Autumn 2 term.</p> <p>Subject co-ordinators covered some monitoring – see subject co-ordinator termly overviews.</p> <p>Additional resources purchased by Maths lead</p>	<p>TM</p> <p>SS/NH</p>	<p>March 21</p> <p>March 21</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 and therefore their planning in order to impact on progress and attainment.</p>	<p><b>Purchase and implement the Pira &amp; Puma Standardised Assessments. Complete termly tests and record assessments on Insight - identify gaps to track performance. Purchase for Y1-5 for a year.</b></p> <p><b>(£2,000)</b></p> <p><b>(Purchased from school budget £1150)</b></p>	<p>Pira &amp; Puma tests use to baseline and identify gaps for intervention using NTP programme.</p>	<p>CR</p>	<p>July 21</p>
<p><u>Home Learning Support</u></p> <p>Children are able to access home learning should they need to isolate, or year group bubbles 'burst' and children have to remain at home. Accessing home learning will reduce the potential lost learning time from not being in school</p>	<p><b>Office 365 and ClassDojo Portfolios will be used to provide a structured learning programme, as per the Remote Learning Plan, for children whilst self-isolating. Teacher will engage and provide teaching activities and learning opportunities for children who are at home.</b></p>	<p>Remote Learning Plan agreed and shared with governors and parents/carers. Levels of engagement record by class teachers &amp; LSAs.</p> <p>Home learning packs made and distributed where needed.</p>	<p>TM</p>	<p>Ongoing, as and when required</p>

	Resources supplied include: paper, pencils, art material, exercise books etc  <i>(General Resources £400)</i>			
<b>Budgeted cost</b>				<b>£11,311</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>
<u>1-to-3 small group tuition</u>  KS1 – Identified children will receive additional tutoring form phonics and preparation for the KS1 SATs in order to close the learning gap and best prepare them for the phonics screening check and summer End of KS1 SATs.  KS2 – Identified children will receive support in English and Maths from the National Tutoring Programme. They will access 15 hours of tuition in order to focus on closing the learning gap, and to prepare them for the End of KS SATs	<p><b><i>A specialist KS1 teacher will be employed to deliver specific sessions to small groups of children in Y2, and Y1 during 4 afternoons per week</i></b>  <b><i>(£6,060)</i></b></p> <p><b><i>School will utilise the services of the NTP programme to employ two teachers to tutor small groups of targeted children, for an hour per day, 5 days a week, for 3 weeks.</i></b>  <b><i>(£525 per block X 6 blocks = £3,150 Tutoring booths =£724 TOTAL = £3,874)</i></b></p>	<p>Specialist teacher employed to deliver interventions for EY &amp; KS1 identified pupils – see intervention teachers tracking sheet.</p> <p>NTP used for identified children, 2 x FTE teachers delivered sessions to 138 children. Insight tracking identifies the progress made by individuals and cohorts for reading and maths. NTP ceased during spring term 21 lockdown, but continued on school return</p>	<p>TM/CR</p> <p>TM/CR</p>	<p>March 21</p> <p>March 21</p>
<u>Intervention programme</u>  Children will have significantly increased rates of reading speed and fluency from using the Reading Plus programme. 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><b><i>Reading Plus has been trialled and then purchased for KS2 children. Staff are trained and they are able to deliver and support Reading Plus confidently.</i></b>  <b><i>(£5,000)</i></b> <b><i>(£2,552)</i></b></p>	<p>Reading Plus for KS2 was widely used, reports generated from the software indicate the levels of engagement.</p>	<p>TM / MMc</p>	<p>July 21</p>

<p><u>Boxall Profile Software</u></p> <p>Be able to baseline children's emotional well-being</p>	<p><b>Baseline the emotional well-being of children in order to better support and set targets to move forward with their learning.</b></p> <p><b>(£346)</b></p>	<p>All appropriate children baselined using the Boxall profile – next steps set and agreed by staff. 17 children have had a profile completed.</p>		
			<b>Budgeted cost</b>	<b>£17,832</b>

<b>iii. Wider Strategies</b>				
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. Electronic devices will be purchased and loaned to families who do not have access.</p> <p>Children have access to CGP resource books to support activities at home.</p>	<p><b>30 x Samsung Galaxy Tablets will be purchased for Remote Home Learning. These can be 'loaned' to families during an extended isolation period in order for them to access Home Learning Activities provided by class teachers.</b></p> <p><b>(£5,279)</b></p> <p><b>Age and ability appropriate CGP books will be purchased for home use. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</b></p> <p><b>(£902)</b></p>	<p>Tablets and charging trolley purchased. Parents requested a device via a form, all parental requests were met, and home learning was supported.</p> <p>All packs purchased and provided to children who needed them during isolation or bubble bursts.</p>	<p>TM/AD</p> <p>CR/CE</p>	<p>Nov 21</p> <p>Nov 21</p>
<p><u>Access to technology</u></p> <p>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. All teachers have access to an iPad to access Teams</p>	<p><b>Purchase of additional iPads for staff to use in order to support remote home learning.</b></p> <p><b>(£568)</b></p>	<p>Additional laptops and ipads purchased for staff to use for engagement with remote home learning.</p>	<p>TM/AD</p>	<p>Nov 21</p>
<p><u>Access to books</u></p>				

Children will be more enthusiastic to read a book	<i><b>Purchase of a book vending machine to enthuse children to read. Tokens for books will be used as a reward.</b></i>  <b>(£1,500)</b>	Book vending machine, along with stock of books now in place – children have responded very well to receiving books.	TM	Jan 21
			<b>Budgeted cost</b>	<b>£8,249</b>
			<b>Total budgeted cost</b>	<b>£37,392</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£32,490</b>
			<b>Cost paid through PTA donations</b>	<b>£1,500</b>
			<b>Cost paid through school budget</b>	<b>£3,402</b>
			<b>TOTAL EXPENDITURE</b>	<b>£37,392</b>