



COVID Catch-Up Premium Plan

Summary information					
School	Lower Park School				
CATCH Up Lead :	Ian Coulson				
Academic Year	2020-21	Total Catch-Up Premium	£22320	Number of pupils 283	283
Date of Plan Agreed:	13/1/2021	Approved by:	Ellen Little - Chair of Finance	Review date: 30/4/2021	31.4.2021

Guidance
<p>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.</p> <p>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.</p> <p>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.</p>

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 curriculum expectations for the next academic year.</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 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.</p>	<p>The EEF advises the following:</p> <p><u>Teaching and whole school strategies</u></p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p><u>Targeted approaches</u></p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p><u>Wider strategies</u></p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

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Identified impact of lockdown

Maths	<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 some are quite simply, 'behind' due to missed content or lack of engagement in the home learning sent during lockdown.</p> <p>Recall of basic skills needs addressing, such as number bonds and times table recall.</p>
Writing	<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.</p>
Reading	<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, some 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>
Non-core	<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)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>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. This follows work scrutiny from the summer term and identification of gaps, which will be shared with the children's current teachers so they can consider what these gaps are and how to include some of them in the children's new learning.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths</p>	<p><i>Additional time for teachers to research gaps and re-adjust medium and long-term plans in non-core subjects.</i></p> <p><i>Time given in staff meetings at no additional cost</i></p>		All subject leaders	<p>Jan 21</p> <p>Feb 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 that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><i>Purchase and implement PIRA and PUMA Assessments. Complete termly tests and record assessments on MARK to identify gaps an on Insight to track performance.</i></p> <p><i>Cost of the PIRA and PUMA tests.</i></p>		Jo Jones	July 21
Total budgeted cost				£532

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Smaller class sizes for Year 6 cohort</u> Children in Year 6 and Year 5 will receive a more targeted education in smaller classes to enable the teachers to quickly identify gaps in knowledge and address these in a smaller group size. This will enable the children in both cohorts to be more 'high school ready' and be successful in their SATs at the end of Year 6, despite the lockdown.</p>	<p><i>The Year 6 cohorts will be reduced to four classes of 20 children. Cost of the additional teacher to facilitate this</i></p>		Ian Coulson	July 21
<p><u>1-to-1 and small group tuition Spring and Summer Term for Year 6</u> 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. (from the allocated 10 hours per week)</p>	<p><i>Employment of teacher for tuition aimed at Year 6 children for 10 hours per week. Using tutors from the tutor programme</i></p>		Barbara Chadwick	Feb 21
<p><u>Phonics Intervention</u> Children identified will have caught up in phonics and this will allow them to access the screening check confidently and move to Year 2 or 3 with a secure phonic knowledge.</p>	<p><i>Employment of a TA for phonics interventions 2.5 hours per week</i></p>		Emma Cunha	May 21
<p><u>Intervention programme for Year 6</u> An appropriate numeracy intervention, supports those identified children in reinforcing their understanding of basic maths skills and application of number. (from the allocated 10 hours per week)</p>	<p><i>Employment of teacher for tuition aimed at Year 6 children for 10 hours per week.</i></p>		Barbara Chadwick	July 21
<p><u>Extra TA support for Lower Key Stage 2 in Core Subjects</u> Children who need support will have been identified by the class teachers and targeted for extra support with the TA or the TA will provide general class support to enable all children to access the core subjects. The TA also allows for year group teaching in Power Maths which supports the Mastery approach of the scheme.</p>	<p><i>Employment of a TA for the Lower Key stage 2 for 10 hours per week.</i></p>		Barbara Chadwick	July 21
<p><u>Extended school time</u> Identified children are able to access morning intervention in some classes. The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the early start and understand the identification process.</p>	<p><i>Teachers take morning intervention at no additional costs.</i></p>		Joann Jones	Ongoing
<p><u>Additional TA for Summer Term in Reception</u> A TA will support the new teacher in Reception to ensure continuity in the recovered learning and is maximised in the final term, when one of their current teachers is no longer in school.</p>	<p><i>Employment of a TA for Thursday and Friday in the Summer Term</i></p>		Emma Cunha	
Total budgeted cost				£29920

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><i>Children will be provided with access to online learning should they need to isolate.</i></p> <p><i>Whole class bubbles who are isolating will receive zoom lessons.</i></p> <p><i>Cost of updating See Saw to facilitate home learning</i></p> <p><i>Cost of Google Classroom and training for teachers, covered by grant.</i></p>		Ian Coulson	Feb 21
<p><u>Access to technology</u></p> <p>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.</p>	<p><i>Children will be supplied with laptops or Ipads from school if required at no additional cost.</i></p>		Mike Cunha	Feb 21
Total budgeted cost				£ 30572
			Cost paid through Covid Catch-Up	£22320
			Cost paid through charitable donations	£0
			Cost paid through school budget	£8252