

# Catch-Up Premium Funding Plan 2020

## Crowmoor Primary School

Summary information					
<b>School</b>	Crowmoor Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£15,280	<b>Number of pupils</b>	183

### National 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 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.

**In response professional educators may well be correct in stating that the gaps in pupil learning and the negative impact on their well-being cannot be solved or completely alleviated in a few terms with minimal funding.**

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>

- Supporting parent and carers
- Access to technology
- Summer support

## Identified impact of lockdown

<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of learning journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>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 the baseline numeracy assessments completed in September.</p>
<b>Writing</b>	<p>Children have missed 'units' of writing genres, PS skills and handwriting foci in the same way as in Maths they have missed particular numeracy units, they have lost essential practising of writing skills. GSs specific knowledge has suffered, leading to lack of fluency in writing. There are a few pupils who have maintained writing throughout lockdown who 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, alongside their handwriting formation and presentation. Lack of reading practice and of being read to has also impacted on creativity.</p>
<b>Reading</b>	<p>More children accessed reading during lockdown than any other subject. This is something that should have been accessible for families and required limited teacher input. However, reading was not carried out on a regular basis and the majority of 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. The Accelerated Reader baseline Star Assessments showed all but two of the classes having remained where they were in March. The bottom 20% of readers have been disproportionately impacted upon</p>
<b>Non-core</b>	<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. The depth of knowledge expected by the mastery approach is very difficult to deliver, whilst at the same time also teaching the gaps in knowledge and maintaining appropriate time for non-core subjects.</p>
<b>Pastoral</b>	<p>The children have been used to little or no structure whilst in the first lock-down and this has impacted a lot on their ability to focus, concentrate for sustained periods and also on their resilience to stay on task and complete prolonged tasks and produce age expected amounts of work.</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 quality first teaching:</u></p> <p>As a school meeting the criteria of a school serving a deprived area (bottom 10 %) we are eligible for subsidised Academic mentors. To focus on supporting catch up interventions for groups of 1-6 pupils and to provide homework and booster activities post school</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. Contextual learning opportunities to be maximised to aid delivering all the required subjects through a broad and balanced curriculum</p> <p>The two maternity posts have allowed us to appoint an experienced teacher with maths leadership experience and also pastoral leadership skills to assist in accelerating the closing of the gap. The second teacher is an NQT so we have managed to appoint her for three full days not the two she is covering, and still have £1000 left to release her as required. This allows the SENDCo to deliver two full days of specific QFT support to the academically challenged Year 5 pupils.</p> <p>To try and obtain maximum support for our pupils in both Key Stages we will be hosting two third year degree students in Year 3 and Year 2, enabling the Class teachers to pursue the same model as in Year 5 for the majority of the spring and summer terms.</p>	<p><b><i>Two Academic Mentors to be appointed from Jan 18<sup>th</sup> 2021 .One for Numeracy and one for Literacy support.</i></b></p> <p style="text-align: right;"><b><i>(£5000)</i></b></p> <p><b><i>PPA release time for co-ordinators to plan contextual approaches. White Rose catch up curriculum to be implemented in numeracy and a new writing approach for a specific audience and a specific context introduced . Additional time to be given through staff meetings to develop an appropriate curriculum for catch up.</i></b></p> <p><b><i>The Deputy Head to act as NQT Mentor to the new Year 5 teacher. (Who on 0.6 will be entitled to 1.5 hrs PPA and 1.5 hrs NQT release per week). The Deputy will then be able to both assist her development and ensure continuity of provision for all the year 5 pupils.</i></b></p> <p><b><i>Miss Bliss and Mrs Dowell to receive mentor training if required and to ensure continuity of learning.</i></b></p>		<p>HW/TD (AP)</p> <p>TD</p> <p>JP/AP</p> <p>TD/SB</p>	<p>Feb 21</p> <p>Feb 21</p> <p>Jan 21</p> <p>Jan 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,</p>	<p><b><i>Purchase and implement the new Pira and Puma (more aligned with National Curriculum requirements than current scheme). Complete termly tests and record assessments on new school tracking sheets and analyse in detail to identify individual pupil gaps,</i></b></p>		<p>NP/Teachers/BJ</p>	<p>July 21</p>

<p>giving a greater degree in confidence and accuracy of assessments.</p> <p>Baseline academic and pastoral assessments to have been carried out and analysed by teachers</p>	<p><b>report these to parents in a termly progress update report and adapt class teaching to close the gaps. School Budget (£3500)</b></p> <p><b>Class teachers to have completed the baseline assessment and socio-gram assessments by October 20.</b></p> <p><b>Class teachers to have analysed the socio-grams Mrs Dowell to assist with any queries. The detailed analysis to be shared with HT by end of November 20.</b></p>		<p>TD/Class teachers</p>	<p>Nov 20</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different setting or who are beginning their schooling with Crowmoor in Reception have an opportunity to become familiar and confident with the setting before they arrive through a socially distanced Reception induction meeting in the hall and a visit to their Reception class room after school or a virtual meeting with the head and class teacher.</p>	<p><b>A picture of every class room at Crowmoor is shared with all new-starters on the Class webpages. Additional time can be made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining Crowmoor.</b></p>			<p>Ongoing</p>
<b>Total budgeted cost</b>				<b>£ 5000</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>
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency /maths basic skills. They will be able to comprehend reading better/manipulate numbers more effectively. More resilience and more content being produced as a result of being able to read at pace</p>	<p><b>Mr Wilmot and Mrs Dowell will collate the results and identification from Class teachers and then allocate them to the mentors and TAs.</b></p>		<p>HW/TD</p>	<p>Jan 21</p>

<p>without spending their working memory decoding /access maths problems as no barrier from issues with basic or missing knowledge. They will be confident readers and dips in reading attainment will be less problematic. Pupils reluctance and inability to cope with the age related maths curriculum will be removed or minimised National Mentors to be employed from January 21.</p>	<p><i>To assist teachers in supporting children with anxiety and learning gaps needing 1:1. Scheme sees second apprentice 50% funded by government</i></p>		<p>HW/TD</p>	
<p>Modern apprentices to be appointed in both Reception and KS2.</p>	<p><i>(£900+) per term of the 7 classes will have access to two lots of 15 hourly sessions for the spring and Summer terms, which will cost at the discounted rate £214 per 15 sessions so in total costing (£5992) Modern apprentice for EYFS (KS1: Yr1) initially. Then KS2 to deliver the activities listed</i></p> <p><i>School budget to contribute for the Reception apprentice, and the half cost of the KS2 apprentice (£14000)</i></p>		<p>HC/JP/BJ +KR</p>	<p>Oct 20/Jan 21</p>
<p>Existing morning TAs could be employed in the afternoons to work on the expected tables, phonics/spellings and reading skills if they are available and not covering absent colleagues.</p>	<p><i>TAs will be paid at their normal rate in the afternoons to do an additional hour per day (Mrs Kearney, Mrs Armstrong, Mrs Martin) up to 3x3x3= 18 £180 per week ,for Spring and Summer Term (£4320 )</i></p>		<p>HW/TD/Teachers</p>	<p>Jan 21</p>
<p>NELI EEF approved /DFE Funded EYFS Programme. The Reception NELI programme involves scripted individual and small-group language activities delivered by teaching assistants (TAs), or early years educators, to children identified as needing targeted language support. The 20-week NELI programme aims to develop children’s vocabulary, listening and narrative skills and in the last 10 weeks also involves work to develop phonological awareness and early letter-sound knowledge as foundations for early literacy.</p>	<p><i>Two staff members fully trained before the intensive Spring Term delivery</i></p> <p><i>PPE (screen) purchased to enable intervention across phases and more use to be made of spaces in corridors by Tas and mentors. Or masks to be worn.</i></p> <p><i>(School Budget £750)</i></p>		<p>Miss Jones/Mrs Millichamp</p> <p>Mrs Preston</p>	<p>Jan 21</p> <p>Nov 20</p>
			<p><b>Total budgeted cost</b></p>	<p><b>£15312</b></p>

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<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 will have access to appropriate stationery and paper-based home-learning resources if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p> <p>Curriculum Co-ordinators ie Reading and numeracy will message parents through the Office pointing out where advice leaflets/websites etc can be found on our website. Other co-ordinators to do the same re their learning support and subject webpage.</p>	<p><i>Online learning resources will be provided, such as Bug Club to support children reading at home. Extra Bug Club books to assist KS1 pupils. Likewise, Mathletics, Accelerated Reader and Espresso are available for all pupils to access at home.</i> <i>(School Budget £1500)</i></p> <p><i>Home-learning paper packs will be distributed for all children if a bubble collapse. Class email accounts have been set up and provided to parents to enable daily communication between home and school. If individual children are self-isolating they will be phoned by a member of the school staff at least twice each week. If a whole bubble is burst fortnightly phone contact will be attempted alongside the email contact. Oak Academy and its age appropriate lessons will be high-lighted to parents by letter/webpage in September. Explaining and timetabling expected work and its duration and expectations of parents.</i> <i>(School Budget £500)</i></p> <p><i>All co-ordinators will have advice and guidance in leaflet form and on their subject webpage by the end of the Autumn term</i></p>		<p>SMT/HC/NP</p> <p>SMT/HC/NP</p> <p>TD/HW/all-co-ordinators/HC</p>	<p>Sept 20</p> <p>Sept 20</p> <p>Dec 20</p>
<p><u>Access to technology</u></p> <p>HLTA after School Support. 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>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 starting to be negated. Parents need to understand the</p>	<p><i>A School HLTA will be employed for 5 sessions after school of an hour each to support gaps in learning identified by teachers. Each class from Yr2 to Yr6 gets one session each. (Issue as always will be parental support) (School Budget £1800)</i></p> <p><i>Children are selected based on the baseline assessment completed at the start of the autumn Term</i></p>		<p>HC/teachers</p> <p>HC</p>	<p>Sept 20</p> <p>Nov 20</p>

<p>identification process and this will be the responsibility of class teachers.</p> <p>Teachers to have new reliable 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.</p>	<p><i>Purchase new teacher laptops x 8 for use delivering home learning and for virtual meetings in school.</i></p> <p><b>(£4000)</b></p>			
<p><u>Summer Support</u></p> <p>This would benefit pupils both pastorally and academically ensuring that they retained the enormous body of knowledge we will be asking them to inculcate over the current academic year</p>	<p><i>This will be assessed at the start of the Summer term 21 but the School's severe financial situation and lack of staff mean that it is unlikely to be affordable in the current financial situation unless the LA utilises some of it's deprivation grant for the school.</i></p>			
<b>Total budgeted cost</b>				
				<b>£15,280</b>
				<b>£19782</b>
				<b>£35062</b>