**Catch-Up Premium Plan**

**Stoneydelph Primary School**

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| **Summary information** | | | | | |
| **School** | Stoneydelph Primary School | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £ 19,840 | **Number of pupils** | 248 |

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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 * Pupil assessment and feedback * Transition support   Targeted approaches   * One to one and small group tuition * Intervention programmes * Extended school time   Wider strategies   * Supporting parent and carers * Access to technology * Summer support |

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| **Identified impact of lockdown** | |
| **Maths** | Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children historically have found maths more challenging and previous data has been an area for further development for maths. Lockdown has not affected their attitudes however they are quite simply, ‘behind’ where they would usually be at this stage in the year due to missed learning.  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. Pupils have also found reasoning and explaining their learning is more difficult as the calculation methods are not embedded. |
| **Writing** | Children haven’t necessarily missed ‘units’ of learning in the same way as Maths, however they have lost essential practising of writing skills and writing stamina has suffered. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn’t write regularly have had to work hard on remembering rules for punctuation and grammar and need to proof read and edit writing to correct errors more frequently. Handwriting has also been affected and many children are reversing letters, forming letters incorrectly and not-joining in KS2. |
| **Reading** | Children had access to online books and real books during lockdown but reading data showed a dramatic decline in reading standards across the school. The children are less fluent in their reading and this is affecting comprehension as the pupils cannot read and remember content in order to understand the text and answer questions. The gap between those children that read widely and those children who don’t is now increasingly wide and is reflected in our data for disadvantaged pupils. |
| **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 prior 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 ‘wow’ curriculum moments. |

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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 (Cornerstones) 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.  Physical resources and manipulatives are accessed regularly in Maths and this supports understanding.  Bottom 20% of readers (including disadvantaged) will have access to high quality reading resources that match their age/stage of reading/phonic ability. Reading fluency/accuracy and comprehension scores will significantly increase and pupils will be engaged in appropriate style reading resources matched to their interests. | ***Additional time for teachers to monitor and evaluate teaching and learning in their curriculum subject. This will support the identification of gaps, assessment and improvement of curriculum content and delivery.***  ***(Supply ½ day a fortnight – subject leaders on rotation aprox one session every half term)***  ***(£1200)***  ***Purchase additional manipulatives for KS1/Y3.4 initially.***  ***(£420)***  ***High interest, low reading level reading scheme to be purchased for Year 5/6 pupils who have fallen significantly behind with their reading. These books to be used for daily school and home reading with an adult.***  ***(£172)*** |  | CH  SGa  SF/CH | April 2021  April 2021  Feb 2021 |
| 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. Complete termly tests and record assessments on MARK to identify gaps and to track performance.***  ***(£2628)*** |  | EP | July 21 |
| Transition support  Children who are joining school from different settings or who are beginning their schooling with Stoneydelph have an opportunity to become familiar and confident with the setting before they arrive. Meeting with family from Headteacher/Classteacher/Senco before new pupils start to establish any concerns. | ***A tour of the school is arranged and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual/face-to-face meeting with their new starter so that the child is confident in join in Stoneydelph.*** |  | AR | Ongoing |

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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. 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.  Small group tuition Year 5/6 – identified children will significantly increase their reading test and fluency data or their arithmetic scores in maths. They will approach whole class reading lessons confidently and will begin to apply their arithmetic skills to problem solving in lessons. | ***All pupils will be heard read by classteacher at least once a week and more regularly for pupils falling behind. Additional reading aloud 1:1 with TA/Teacher for PP children and daily reading for the bottom 20% with an adult (volunteer/teacher/TA).***  ***(Additional TA time given to Year 1/2 total of 20 hours per week***  ***ST - £1,296 + KH - £3,747 (£5,043)***  ***Groups of 4 pupils will work with LG for 3 x 1 hour sessions in addition to wave 1 teaching for maths or English for Spring 1. PP children to be targeted in the first instance. Gap analysis used from NTS, Cornerstones and AR tests to inform the content in the sessions.***  ***(£5,088)*** |  | SF/CH  EP | April 2021  Feb 2021 |
| Intervention programme  Code – X reading intervention programme – targeted pupils in Year 3/4 will significantly improve their phonic reading skills and increase reading fluency/comprehension as a result of improved early reading skills. | ***Code -X intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).***  ***(£856)*** |  | KO’N/SGi/CH | April 2021 |
| Extended school time  Identified children are able to access a weekly catch-up club (1hr per night). The attainment/progress of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.  Early bird clubs are provided for identified groups of children in Year 3, 4, 5 and 6 (8:30-9am daily). These clubs will focus on plugging gaps in grammar, reading, basic maths skills missed during lockdown. Pupils will be secure on basic skills from previous year group. | ***Catch-up premium used to fund LG (qualified teacher) for 3 hours per week after school tuition. The cost of a teacher per club (x3 hours a week) and snacks for the children is made available.***  ***(£2,544)***  ***School staff in KS2 to take turns to lead early morning clubs each half term for identified pupils. Gap analysis from baseline tests to inform the content for these group sessions*** |  | CH/LG  CH/LG plus KS2 teachers | Feb 2021  Feb 2021 |

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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. | ***Additional online learning resources will be purchased, such as Times Tables Rockstars to support children maths at home.***  ***£168***  ***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.***  ***£500*** |  | EP/AP  SM/LH | April 2021  Feb 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.  Pupil laptops reconditioned to allow pupils to use at home in case of isolation or bubble closure.  Teachers have laptops that 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.  Remote access to school drives and school resources to allow teachers to access school resources from any device at home in case of isolation or bubble closure.  Teachers will have access to webcams and microphones in classroom which can be used to support learning in school or remote learning in case of bubble closure.  Provide families with no WIFI access a free SIM card with 30gb of data to support access to online home learning and ensure disadvantaged pupils do not fall further behind. | ***4 x iPads to be purchased to support online learning in intervention and extended school provision. TTRockstars and other online reading/spelling programmes will be used to further support catch-up intervention.***  ***(£1,320)***  ***10 laptops to be reconditioned to run Google Chrome (as a Chromebook) £15 per device. These can be loaned to pupils in isolation/bubble closure to support learning for disadvantaged pupils or those in intervention groups in school to access IT programmes.***  ***(£150)***  ***Purchase 6 laptops to loan to teachers to ensure all staff have access to technology at home. They can also be leant to parents to support home-learning if needed.***  ***(£1,500)***  ***Purchase the Entrust ‘At home’ remote access package.***  ***(£1,070)***  ***Microphone and webcam bought for each classroom which can be plugged into any device for online teaching/learning.***  ***(£770)***  ***Vodaphone provided 20 free SIM cards to be given to families without WIFI.*** |  | AP  AP/CM  AP/CM  EP  AP/EP  EP | April 21  Feb 21  Feb 21  Feb 21  Feb 21  Feb 21 |
| Summer Support  NA |  |  |  |  |
| **Total budgeted cost** | | | | **£23 429** |
|  | | **Cost paid through Covid Catch-Up** | | **£19.937** |
|  | | **Cost paid through charitable donations** | | **£** |
|  | | **Cost paid through school budget** | | **£ 3492** |