

Catch-Up Premium Plan

Coit Primary School

| Summary information | | | | | |
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| School | Coit Primary School | | | | |
| Academic Year | 2020-21 | Total Catch-Up Premium | £16 480 | Number of pupils | 200 |

| Guidance | |
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| <p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). All children will have been impacted in some way, particularly vulnerable and disadvantaged pupils. 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>In June, a £1 billion fund for education was announced by the government. Further guidance has now been released (https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium)</p> <p>The catch-up premium is funded on a per pupil basis at £80 per pupil from Foundation Stage to Y6. The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.</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>It is highly unlikely that a single approach will be enough. It is also likely to be beneficial to consider how to align chosen approaches with Pupil Premium spending and broader school improvement priorities.</p> | <p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time |

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| <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>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support |
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| Identified impact of lockdown (Barriers to future academic and external attainment) | |
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| Maths | Where children have missed units of work and where there was varied interaction with the home learning provided during the first national lockdown, children do not have the level of deep learning and understanding of processes that we would expect them to have for their chronological age. In addition, children have not been recalling and remembering knowledge and facts enough and this further hinders their understanding as the cognitive load can be too great. |
| Writing | Children's stamina for writing has been significantly diminished. There are gaps in the children's understanding and application of spelling and grammar rules. This further inhibits the children's ability to write with ease. |
| Reading | Whilst many children accessed reading at home, the disparity between what children read and how often has created gaps within cohorts. Children currently in Year 1 and 2 did not access phonics over the period when not in school, and although those who returned in June were able to access some phonics, this was at class level rather than targeted and did not support the children who did not return. |
| Non-core | The wider curriculum has suffered significantly. Whole units of work have been missed. With children being at home for three half terms, in most cases, this meant that the children missed half a year of curriculum study. It is not possible to complete and catch up the missed curriculum. Therefore it is important to consider the skills and knowledge that were not covered and plan and sequence the curriculum in such a way that the children's learning in the wider curriculum can be supported effectively. |
| Emotional and Wellbeing | Children's experiences from March will have varied dramatically. School is aware of many of the adverse experiences but the impact of these may not be seen initially. Children's return to school has also been different in the challenges that this presented. It is important to stay vigilant and to be prepared to support the children's emotional and mental wellbeing at any point during the school day and within the academic year. |

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools) This plan supports the recovery curriculum plan

i. Teaching and whole-school strategies

| Desired outcome | Chosen approach and anticipated cost | Impact (once reviewed) | Staff lead | Review date |
|--|--|--|------------|--------------------------------------|
| Supporting Great Teaching Pupil Assessment | | | | |
| Quality first teaching will ensure attainment will continue to improve for pupils who are underperforming. Pupils will be supported to reach age related expectations in reading, writing and maths and the wider curriculum . | <p>Additional teaching staff attributed to year groups to support teaching, learning and transition.</p> <p>Additional full time teacher from 1.9.20 - 23.10.20 1.5 days Y1 1.5 days Y2 1 day Y3 1 day Y4 (£6 163)</p> <p>Additional part time teacher to supplement pre-planned support from 5.10.20 - 31.7.20 0.5 day Y5 0.5 day Y6 (£10 100)</p> | Evidenced through attainment and progress data | JE GR | Termly Final review July 2021 |
| Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. | <p>Investment in high quality teaching and learning resources to support class teachers planning and delivery of lessons and support ongoing teaching and learning, including potential remote teaching.</p> <p>White Rose Maths £99 Mathletics £648 Twinkl £683 Purple Mash £600 History Association £116.50 Geography Association £51 DT Association £90 (£2 287)</p> | Evidenced through attainment and progress data | JE GR | Termly Final review July 2021 |
| Total budgeted cost | | | | £18 550 |

| ii. Targeted approaches | | | | |
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| Desired outcome | Chosen action/approach | Impact (once reviewed) | Staff lead | Review date? |
| One to one and small group tuition | | | | |
| Pupils' are able to catch up and the attainment gap is reducing allowing for improved outcomes in reading | <p>Additional teaching assistant hours to lead small group interventions/tuitions and 1-1 support</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <p>(x5 hours Y1 - Y6 £3 840)</p> | Evidenced through attainment and progress data | SENCO | <p>Termly</p> <p>Final review July 2021</p> |
| Pupils' are able to catch up and the attainment gap is reducing between disadvantaged pupils and all pupils allowing for improved outcomes in reading, writing and maths | <p>Access to the National Tutoring Programme(NTP) providing extra support to help (disadvantaged) children catch up/close the gap in reading, writing and maths.</p> <p>https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/</p> <p>(£198.75 per 15 session 1:2 (subsidised cost) x2 = £397.50)</p> | Evidenced through attainment and progress data | SENCO | <p>Termly</p> <p>Final review July 2021</p> |
| Intervention Programmes | | | | |
| Improved expressive and receptive vocabulary, listening and narrative skills including phonological awareness and letter-sound knowledge | <p>ViP (Vocabulary Improvement Programme) and LEAP (Language Enrichment Activity Programme) oral language programme for 4-5 year olds delivered small groups for 30 minutes x2 per week</p> <p>https://educationendowmentfoundation.org.uk/covid-19-resources/neli/neli-faq/#nav-nuffield-early-language-intervention-faq</p> <p>(1037.50)</p> | Evidenced through attainment and progress data | GR | <p>Termly</p> <p>Final review July 2021</p> |
| Total budgeted cost | | | | £5275.00 |

| iii. Wider Strategies | | | | |
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| Desired outcome | Chosen action/approach | Impact (once reviewed) | Staff lead | Review date? |
| Access to Technology | | | | |
| Pupils' are able to access technology in order that they can learn effectively at home. | <p><i>New laptops for use at home to be purchased (x7 KS1) nb x10 KS2 provided by government (£3 570)</i></p> <p><i>New laptops for staff to use at home and deliver on-line teaching (x3) (£1 530)</i></p> | Evidenced through staff and pupil voice, impact statements | JE GR | Termly Final review July 2021 |
| Support for Parents, Carers and Pupils | | | | |
| Pupils' positive mental health and wellbeing ensures that they are able to return to school ready to learn | <p><i>TISUK whole staff training twilight - returning from Lockdown (£850)</i></p> <p><i>1:1 sessions with TISUK practitioner £16 per hour (SB cost per hour) 2.5 hours per week total (£1 600)</i></p> <p><i>PSHE Association (£125)</i></p> | Evidenced through staff and pupil voice, impact statements, Motional toolkit and Spence Scale | JE GR | Termly Final review July 2021 |
| Pupils' confidence and well being is supported through a wide range of activities within a broad curriculum such as sport, music and drama | <p><i>Charanga £195 Learn to Sing £1 200 (£1 395)</i></p> | Evidenced through staff and pupil voice, impact statements | JE GR | Termly Final review July 2021 |
| Total budgeted cost | | | | £9 070 |
| Cost paid (including through Covid Catch-Up) | | | | 32 895.00 |