

Catch-Up Premium Plan ~ Paganel Primary School



Summary information					
School	Paganel Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£ 28,000	Number of pupils	355 (Rec – Y6)
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>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 <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting families ➤ Access to technology 		

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 they have gaps in their learning and some strategies are not as well embedded. Recall of basic skills has suffered – children are not able to recall addition facts, times tables as quickly and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</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. GPS specific knowledge has suffered, leading to lack of fluency in writing. Children 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>
Reading	<p>Some children accessed reading during lockdown and had use of online books and AR testing. 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 even wider. The bottom 20% of readers have been particularly disproportionately affected.</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.</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 and this supports the mastery approach.</p>	<p>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.(5 days) £1,000.00</p> <p>Purchase additional manipulatives for Year 3 and 4 initially. Purchase 'numbots' to add to TTRS for year 3 to access. £616.00</p>		<p>VS</p> <p>RB</p>	<p>September 2020</p> <p>January 2021</p>
<p><u>Pupil Assessment and Feedback</u></p> <p>Teachers and children to use metacognition and self-regulation in teaching and learning. EEF research has shown that metacognition and self-regulation skills have an impact of 7 months progress on learning.</p>	<p>TB to lead teaching staff in a marking and feedback review. This will allow the class teachers more time to identify the precise need of next steps in learning.</p>		<p>TB</p>	<p>Continuous review. See notes of visit and long term plan</p>
Total budgeted cost				£1,616.00

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Selected children to make accelerated progress from their September 2020 starting points towards ARE.	With an emphasis on disadvantaged children, assessment will be used to select children for 1:1 or 1:2 online or face to face tuition as follows: Third Space learning (maths support) – 2 terms of 12 X Year 6 pupils plus 1 term of 12 X Year 5 pupils online. £7,164.00		TB	Dec 2021 End HT3 End HT3
To accelerate progress in year 6 and year 5	Intervention groups led by AHT and phase leader in year 5 and year 6 to boost progress. £4046 + £6809		EW TB	Autumn Term 2020
Total budgeted cost				£18,019

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting families</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 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>Support for parents with serious pastoral needs to be available in school via family support worker</p>	<p>Increased text/postage costs to support home learning and safeguarding of families £1200</p> <p>Home-learning paper packs based on review work are purchased and ready to distribute for all children. Exercise books are to be purchased and set aside for children to take home in preparation for if and when home-learning occurs. £1,800.00</p> <p>Family support worker increased time in school from one day to 1.5 £2430.00 Spr 2020 & £2025.00 Aut 2020</p>		VS	HT3 Spring term 2021
<p><u>Access to technology</u></p> <p>During isolation (individual or class/year group), children can access additional devices so that they can rotate through independent online activities and paper based work provided.</p>	<p>Extra day of technical support to aid Covid-19 set up, new phone line in isolation room. £300.00</p> <p>Extra technical support to set up the DFE laptop allocation £750</p>		CB AC	Autumn term
Total budgeted cost				£8505
TOTAL COST				£28,140
			Cost paid through Covid Catch-Up	£ 28000
			Cost paid through school budget	£140