

# Catch-Up Premium Plan – Yorkley Primary School



'Valuing Learning, Learning to Value'

Summary information					
School	Yorkley Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£11,600	Number of pupils	145

## 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
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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](#).

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](#) 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

## Identified impact of lockdown

Maths	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 are quite simply, 'behind'.
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	Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. Place value knowledge had been lost too. This is reflected in arithmetic assessments and observations of learning during the first weeks back to school and mini assessments from Can do Maths and NFER.
<b>Writing</b>	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 as 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. Handwriting is a focus in each class as our handwriting scheme has to be taught correctly and practiced regularly for the style to be maintained. All teachers have reported a decrease in the children's ability.
<b>Reading</b>	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. The reading had focussed on de-coding rather than comprehension skills. 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. A significant number of children are below where they should be with their reading levels. The lack of 'cultural capital' and experiences have impacted on the children's vocabulary and their oracy.
<b>Non-core</b>	There are now significant gaps in knowledge – whole schemes for learning 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.

**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 subject 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>Pupils have significantly more time being taught by a teacher as opposed to working with a TA or independently. Therefore, quality first teaching will mean they will make faster progress in English and maths, closing the gaps created by lockdown.</p> <p>Growth mindset approach will be used to support the children’s resilience and mindset when starting new challenges and working independently. The children will be reminded of the different strategies and be able to use them when working.</p>	<p>Subject Leads and teachers to review the curriculum plan and update their action plans so that gaps are identified and closed.</p> <p>The employment of two additional teachers to support primarily PP children in classes 3, 4 and 5 one a day a week. But also, children who have been off self-isolating or who have formed gaps in their learning.</p> <p style="text-align: center;"><b>1<sup>st</sup> Sep – 31<sup>st</sup> March 2021 - £8350</b></p> <p>Growth mindset was launched last academic year and all the resources are in school New staff to be trained in the strategy release time will be needed.</p>		<p>TW</p> <p>ES/BB/LP/JC</p> <p>TW</p>	<p>Feb 2021</p> <p>Feb 2021</p>
<p><u>Professional development</u></p> <p>Staff are following training / CPD from ‘Can do Maths’ to help plan for coverage missed from 2019-20, supporting a “recovery” curriculum. This subject 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>Staff will have a heightened awareness of the impact from COVID-19 on their own wellbeing. This will mean that there will be more time allocated to emotional well-being for staff, courses provided through GHLL / OH. Supervision sessions.</p> <p>Family Support Worker (FSW) is able to confidently identify children who need support with their mental health on return to school and put into place effective interventions.</p> <p>Staff to have whole school training for research based (EEF) in metacognition and cognitive load theory. They will be able to support the children with memory retention.</p>	<p>Maths Leader has attended professional development to include the Recovery Curriculum relating to the delivery of maths. Staff have had this fed back through Inset / Staff meetings.</p> <p>Costing for CPD provided by external agencies / supervision</p> <p style="text-align: center;"><b>10 sessions £400</b></p> <p><b>*Further sessions from Schools own Wellbeing budget</b></p> <p>FSW has attended an additional online CPD to support children on the return to school following the lockdown.</p> <p>TW to deliver the key principles behind the theory and how the staff can support the children in the classroom.</p>		<p>ES</p>	<p>Feb 2021</p>

**Teaching total budgeted cost    £ 8750**

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and understanding. 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. This includes securing phonics for year 3 children who did not get the opportunity to return to school in 2019-20 and did not secure their phase 5 &amp; 6 phonics.</p>	<p>An additional teacher has been employed for additional hours to carry out reading groups / phonic work / comprehension twice a week with children from Year 1 and Year 2</p> <p style="text-align: right;"><b>1<sup>st</sup> Sep – 31<sup>st</sup> March 2021 - £2838</b></p> <p>An additional Adult to support children who are not reading enough at home.</p> <p style="text-align: right;"><b>1<sup>st</sup> Dec – 31<sup>st</sup> March 2021 - £914</b></p>		TW	Feb 21
<p><u>Intervention programmes</u></p> <p>Children’s physical development in terms of agility, balance and co-ordination is targeted and improved. Children recover their stamina and are able to exercise for longer periods of time without getting tired.</p> <p>Sports leader to teach high quality lessons while teachers lead intervention informed from baseline assessments.</p>	<p>Our schools specialist Sports teacher is delivering extra sessions for EYFS an</p> <p><b>*Linked to Sports Premium funding</b> <b>See separate document</b></p>		PT	July 21
<b>Targeted academic support total budgeted cost</b>				<b>£3752</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><u>Supporting home learning</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>Computing, D&amp;T plus the Art curriculum map have been adapted. Home learning curriculum is prepared and supports the school curriculum as close as possible.</p>	<p>School to use Class Dojo as a learning platform for setting work and communicating with families. For children self-isolating work packs are made up and distributed if access to IT is limited.</p> <p>Home learning books have been sent home. Stationery was sent home so no additional cost here. Class Dojo has been set up in preparation for any bubble closures.</p> <p>Materials needed for home learning in these areas have been considered. School to supply resources if and when required.</p> <p style="text-align: right;"><b>*Schools own resources fund</b></p>		<p>TW</p> <p>TW/SB</p>	<p>Feb 2021</p> <p>Feb 2021</p>
<p><u>Wellbeing and mental health support for children</u></p> <p>Children and parents will have ongoing support for their wellbeing in and out of school.</p> <p>For children to feel valued and have a listening post where their concerns can be managed effectively.</p> <p>To support parents and children to become empowered to access the right intervention to support the mental health and well-being of children and families to reduce the impact of ACES.</p>	<p>Links to support / CPD signposted on our website / newsletter.</p> <p>Life Coach employed to support upper KS2 and 1-1 sessions for the most vulnerable.</p> <p><b>6 sessions whole class and 1-1 follow up work £600</b></p> <p>FSW to deliver 1:1 session(s) with children throughout the school (linked to anxiety, resilience, recognising emotions). Emotional coaching is used to build upon the child's understanding of emotion and develop their awareness.</p> <p>FSW to work closely with outside agencies (Trailblazers) to provide access to TIC+. Home visits / signposting to agencies e.g. DWP, baby bank, FGC.</p> <p>Mental Health Trainee to also support x 2 mornings a week.</p> <p>Additional external support: e.g. 'The Music Works' project, Play therapy, Art and photography therapist.</p> <p style="text-align: center;"><b>*Linked to Pupil Premium funding See separate document</b></p>		<p>SB</p>	<p>Nov 2021</p>
<b>Wider strategies total budgeted cost</b>				<b>£600</b>

	<b>Total budgeted cost for all aspects of the tiered approach</b>	<b>£13,102</b>
	<b>Cost paid through COVID Catch-Up</b>	<b>£11,600</b>
	<b>Grant to set up the digital education platform</b>	<b>£ 0</b>
	<b>Cost paid through school budget</b>	<b>£1502</b>