



Catch-Up Premium Plan Coates Lane Primary School

Summary information					
School	Parklands Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£ 16,720	Number of pupils	206

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 Y11.

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](#)

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

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.

- Intervention programmes
- Extended school time

Wider strategies

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

Identified impact of lockdown

<p>Maths</p>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. As we follow the White Rose Schemes of learning, it is easy to identify the missed learning from the previous year. This has been addressed by adding in recap lessons which allows the teacher to cover missed key objectives, in order for the children to progress through the new content. ‘Catch up’ interventions are taking place for some individuals who require additional support on these objectives.</p> <p>Children still have a huge appetite for maths and lockdown has not affected their attitudes.</p> <p>Recall of basic skills has not really suffered – children are able to recall addition facts, times tables and have not forgotten calculation strategies.</p>
<p>Writing</p>	<p>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 much have had to work exceptionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p> <p>Handwriting was really affected during lockdown. Writing interventions have been implemented across school to try to close gaps. The children also practise their grammar and spellings using online platforms such as Century Tech.</p>
<p>Reading</p>	<p>Children accessed reading extremely well during the Lcokdown – partially due to the Read and Respond units that were sent home weekly. This is something that was more accessible for families and required less teacher input. The gap between those children that read widely and those that don’t is increasing and whilst interventions have begun, assessment week in December will further identify those pupils who need additional support to accelerate their progress and close the gap. Appropriate interventions will be put into place / reviewed to meet their individual needs.</p> <p>During lockdown and since returning in September, children were able to access online books via the Oxford Owl website. The website contains a plethora of books for different age ranges so that the children are able to practise their reading and improve their reading fluency at home as well as at school. Parents have been given links to the website via the remote learning portal on our website and have been directed to specific books by teachers. This means that the books are pitched at an appropriate level for the children.</p>
<p>Non-core</p>	<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 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><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p style="text-align: right;">(£1,000)</p>		SLT	July 21
<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, giving a greater degree in confidence and accuracy of assessments.</p>	<p><i>Purchase and implement the Lancashire Tracker and record assessments on it to identify gaps and an insight to track performance.</i></p> <p style="text-align: right;">(£100)</p>		LJ	April 21 July 21
Total budgeted cost				£ 1,100

ii.
iii.
iv. 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 prosody. 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.</p>	<p><i>A Phonics Leader and a Reading Challenge Champion will be appointed to lead the high profile reading this year.</i></p> <p><i>Additional release time and training to support the delivery of the reading fluency project.</i></p> <p style="text-align: right;">(£2,100)</p>		SG to oversee	April 21 July 21 Feb 21

<u>Intervention programme</u> An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.	<i>A non-class based teacher will deliver catch up programmes for x1 day a week in KS2 (Y3-Y5) and a HLTA will deliver catch up in KS1 for x2 sessions a week.</i> Teacher 1 (£7,800) HLTA (£ 4,400)		SLT	July 21
Total budgeted cost				£14,300

v. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> 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.	<i>Additional online learning resources will be purchased, such as TT Rockdstars, Century Tech, Activ Learning, Tapestry.</i> £2000 <i>2-week 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.</i> £500		SLT	Feb 21 July 21
				£2500
Total budgeted cost				£17,900
			Cost paid through Covid Catch-Up	£16,720
			Cost paid through school budget	£1180