



# Catch-Up Premium Plan

## Priestsic Primary and Nursery Primary School

Summary information					
School	Priestsic Primary Nursery School				
Academic Year	2020-21	Total Catch-Up Premium	£33,200 (based on 415 pupils Aut 1 census)	Number of pupils	456

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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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"><li>➤ Supporting great teaching</li><li>➤ Pupil assessment and feedback</li><li>➤ Transition support</li></ul> <p>Targeted approaches</p> <ul style="list-style-type: none"><li>➤ One to one and small group tuition</li><li>➤ Intervention programmes</li><li>➤ Extended school time</li></ul> <p>Wider strategies</p> <ul style="list-style-type: none"><li>➤ Supporting parent and carers</li><li>➤ Access to technology</li><li>➤ Summer support</li></ul>

Identified impact of lockdown	
<b>Behaviour and Attitudes</b>	<p>On returning to school, the vast majority of children settled quickly into the “normal” routines and structures provided by school. Physical wellbeing had been significantly impacted by the lockdown period. Pupils tired quickly and stamina when engaged in physical exertion had reduced.</p> <p>The mental wellbeing of the vast majority of pupils on returning to school was positive – pupils were happy to be immersed in the school community and rebuild those connections with their peers. For a small proportion of pupils, the extended lockdown period has impacted more significantly on their emotional wellbeing.</p> <p>The focused work carried out during the academic year on embedding the school’s six core values enabled pupils to reengage with learning swiftly. Over the course of the first term however, it was noted that pupils’ independence and resilience had been adversely affected.</p>
<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. 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 our baseline assessments.</p>
<b>Writing</b>	<p>Pupils haven’t necessarily missed ‘units’ of learning in the same way as Maths, however the essential, regular opportunities for structured writing were reduced. It is evident from monitoring and feedback that pupils’ grammar, spelling and punctuation specific knowledge and skills has suffered, leading to lack of fluency in writing. On returning to school there has been a need to focus on improving writing stamina and increasing motivation to write. Speech and language skills for EYFS children on entry are significantly below expected levels, which will slow their progress in many areas of learning.</p>
<b>Reading</b>	<p>Data analysis shows that the Year 1 cohort have been significantly impacted by the lockdown period - particularly with regards to their phonics knowledge. In KS2, the percentage of pupils working at age related expectations has dropped significantly. Children are less fluent in their reading and the gap between those children that read widely and those children who do not has increased. The bottom 20% of readers have been disproportionately affected. Speech and language skills for EYFS children on entry are significantly below expected levels, which will slow their progress in many areas of learning.</p>
<b>Non-core</b>	<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 engaging curriculum enhancements.</p>

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)					
i.	ii. Teaching and whole-school strategies				
Desired outcome	Chosen approach and anticipated cost	Evaluation Methods:	Staff lead	Review date?	Impact
<p><b><u>Supporting Great Teaching:</u></b> Every teacher is confident in using the chosen Blended Learning Platform – Microsoft Teams to facilitate the Priestsic Blended-Learning Offer.</p>	<p><i>CPD on the effective use of technology to support blended-learning. Coaching provided by Blended Learning Lead – Use of Microsoft Teams.</i></p> <p><i>(½ day support for each year group)</i></p> <p><i>(£1400)</i></p>	<ul style="list-style-type: none"> <li>Staff questionnaire pre and post CPD.</li> <li>Virtual book look of task set on TEAMS.</li> </ul>	DB	<p>Feb 21</p> <p>April 21</p> <p>July 21</p>	<p><b>January review:</b> Feedback from staff shows improved confidence in the use of our Blended learning platform. Staff are confident to: record, edit and upload pre-recorded videos, deliver live lessons, provide online work via class notebook.</p> <p>Some teachers and TAs have also utilised the “breakout” room function to facilitate targeted, small group intervention. TAS across school are confident in the use of Microsoft Teams for delivering of 1:1 Teaching sessions.</p> <p>Staff handbooks have been integral in supporting staff apply these newly found skills independently following coaching sessions.</p> <p><b>Next Steps:</b> Identified members of staff, such as those who have missed the training sessions due to illness or shielding will be provided with coaching support as required on return to school. Moving forward we are also investigating ways in which we can capitalise on the newly acquired skills to further maximise learning</p>

					opportunities and aid progress on the full return to school <b>Spring Review:</b> Shielding staff are providing 1:1 and small group phonics intervention in years 3 and 4 and 1:1 or small group reading support in year 5.
<p><b><u>Supporting Great Teaching:</u></b> All staff have access to high level CPD that is relevant to their individual needs. They will be able to access all webinars and courses remotely, anywhere, anytime, on any device.</p> <p>Teachers have a thorough understanding of the “Catch-up” programme and can access a range of opportunities for professional development to help pupils make up for lost teaching time and reducing pupil attainment gaps.</p>	<p><b>National College Subscription:</b></p> <ul style="list-style-type: none"> <li>• Access to Over 350 + webinars during the 12 months</li> <li>• Access to 50 + mandatory courses over 12 months</li> </ul> <p><b>£1245 for the year</b></p>	<ul style="list-style-type: none"> <li>• National College learning hub platform used to track staff training and monitor progress and review certification across the whole school.</li> <li>• CPD impact reports</li> </ul>	PG		
<p><b><u>Teaching assessment and feedback</u></b></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>Baseline assessments used to identify children in need of Catch-Up support/intervention. (KS2)</p> <p>Teachers are systematically checking how well pupils are doing, astutely identifying misconceptions and are confident to adapt and amend their approach accordingly to the needs of their pupils leading to improved outcomes over time.</p>	<p><b>Recovery Curriculum CPD to share the English and Maths essentials to support staff in identifying the key concepts children have either forgotten or misunderstood.</b></p> <p><b>Baseline assessments undertaken on week 5 of the Recovery Curriculum using the NFER standardised Tests in KS2.</b> <b>(£500)</b></p> <p><b>CPD to further develop teachers’ knowledge of the AFL cycle in order to address gaps in knowledge, skills and understanding.</b> <b>(2 x training provider per day = £620)</b></p>	<ul style="list-style-type: none"> <li>• Recovery curriculum documents</li> <li>• Planning audit</li> <li>• Book look to identify extend to which RC objectives have been addressed.</li> <li>• Baseline assessment data</li> <li>• Impact of CPD reports – AFL/blended learning</li> </ul>	SS/PG/CH	<p>Feb 21</p> <p>April 21</p> <p>July 21</p>	<p><b>January Review:</b> Autumn term assessments were undertaken to support staff in identifying gaps in knowledge and children in need of targeted intervention.</p> <p>The recovery curriculum audit showed that teachers were adapting and amending their medium term overviews to accommodate lost learning from the Summer term. Curriculum addendums show how the curriculum has been adapted to incorporate revisits and recap of prior knowledge before moving on to new content.</p> <p><b>Spring Review:</b></p>

					<p>Spring 1 saw another return to blended learning due to partial school closures. Focused interventions were provided via a blended learning approach for all children across school who had been identified as needing additional support.</p> <p>CPD – a bespoke programme of CPD has been provided to develop staff knowledge and understanding of effective AFL. Lesson observations show that teachers are developing the ability to use assessment information well to adapt teaching and inform future lessons. The find and fix it session offered allow teachers the opportunity to address misconceptions before moving on. Recent lesson visits show an increased use of questioning to check for understanding as well as probe for depth – this is following a recent CPD session around Rosenshine’s Principles of effective teaching. A collaborative approach to CPD is developing. As a school we have agreed 6 questioning types we expect to see used within lessons and have a clear definition of what each of these look like and their intended purpose.</p>
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<b><u>Transition support</u></b>  Children who are joining school from different settings or who are beginning their schooling with Priestsic Primary and Nursery school have an opportunity to become familiar and confident with the staff and setting before they arrive.	<p><i><b>Door step visits to new F1 and F2 children undertaken by class teachers and EYFS lead during the period of schools' closures summer term.</b></i></p> <p><i><b>Year Group transition booklets and PowerPoints created to share with parents and children via the school's website.</b></i></p>	<ul style="list-style-type: none"> <li>• Website audit</li> <li>• CPOMS report of door step visits</li> <li>• Parental Questionnaire</li> </ul>	PG/CH/NK		<b>Spring Review:</b> Transition phone calls undertaken for all F1 new starters (Jan). These were effective in identifying individual areas of strength and areas for support meaning that provision for children with identified needs was implemented prior to starting. Start date was postponed initially due to the concerns over school closures. F1 opened on the 12 <sup>th</sup> January meaning transition was delayed.
<b>Total budgeted cost</b>					<b>£ 3765</b>

Targeted approaches					
Desired outcome	Chosen action/approach	Evaluation Methods:	Staff lead	Review date?	Impact
<p><b><u>1:1 and small group tuition:</u></b>  Identified children in Foundation Stage 2 who display relatively poor language skills, will be targeted for small group intervention work. The NELI programme is designed to improve the spoken language of reception children by focusing on improving listening, narrative and vocabulary skills.  <b>Outcome</b> – increased percentage of children achieving GLD for speech and language.</p>	<p><b><u>Nuffield Early Language Intervention:</u></b>  <b><i>2 X TA will be trained in the use of the Nuffield Early Language Programme and implement the 20-week programme during the spring term.</i></b>  <i><b>(£195 training + £375 – resources + £88 for TA additional hours)</b></i></p>	<ul style="list-style-type: none"> <li>• Base line assessment</li> <li>• Intervention tracking records</li> <li>• Data analysis at end of assessment points 1/2</li> <li>• Impact report from KL – Early language lead</li> </ul>	KL	Feb 21  Feb 21	<p><b>Spring review:</b>  This intervention was initially paused due to the pandemic affecting training opportunities. We have signed up for the assessment element of the programme and these are now underway. There is currently discussion with NELI about the intervention continuing into Year 1 as the children have to undertake the programme over two full terms.</p>

<p><b>1:1 and small group tuition:</b> To accelerate the progress of identified children within KS1 in phonics, writing and maths in order to achieve ARE by the end of the academic year.</p>	<p><b>National Tutoring Programme</b> <b>In person tuition offering 1:1 and small group intervention targeting English and Maths within KS1.</b> <b>(3 hours a day, 5 days a week for 30 weeks)</b> <b>(£183.75 per week X 30 = £5512.50)</b></p>	<ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Impact report from English Lead</li> <li>• Book look – outcomes and standards for identified children.</li> <li>• Pupil voice</li> </ul>	CH	Feb 21  July 21	<p><b>Spring Review:</b> NTP has was initially paused due to the 3<sup>rd</sup> national lockdown. Programme launch WC 15<sup>th</sup> March in KS1. CH undertook a series of formative assessments to ascertain the children in need of focused intervention.</p>
<p><b>1:1 tuition:</b> To accelerate the progress of disadvantaged pupils in maths in Y6 by filling the gaps in their learning to achieve their predicted targets of ARE or GDP by the end of the year.</p>	<p><b>National Tutoring Programme</b> <b>Online, 1:1 weekly tutoring session which specifically targets children's individual gaps in learning.</b>  <b>50% of the YR 6 paid at full price</b> <b>50% paid using the NTP 25% of original price</b>  <b>(£660)</b></p>	<ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Impact report from AM – maths lead</li> <li>• Pupil Voice</li> </ul>	PG/AM	Dec 21  Feb 21  May 21	<p><b>Spring Review</b> Third space learning programme run in year 6 continued to be available to children during the pandemic. However engagement levels were low. 25 year 6 now access 3<sup>rd</sup> space intervention weekly in school following a bespoke programme of tuition.</p>
<p><b>Small Group Intervention:</b> To accelerate the reading progress of identified children in KS2 in order to ensure children reach their predicted targets of ARE.</p>	<p><b>Small Group Intervention:</b> <b>Teachers in year 4 will be released for 1 hour slots over the course of the week to deliver an intensive inference intervention programme designed to improve children's comprehension and inference skills.</b>  <b>Teachers in Year 3 will focus on the delivery of 1: Teaching of reading to improve fluency.</b>  <b>Teachers in Year 1 will deliver a bespoke package of 1:1 phonics interventions to develop early reading skills.</b>  <b>January – July 26 weeks.</b>  <b>Year 1 – phonics intervention</b> <b>Year 3 – 1:1 teaching of reading</b> <b>Year 4 – inference intervention</b></p>	<ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Impact report – RJ English lead KS2</li> <li>• Pupil Voice</li> </ul>	PG/RJ	Feb 21  April 21  July 21	<p><b>Spring Review</b> Due to the latest period of partial school, closure this intervention has been paused however, we did offer 1:1 phonics interventions in year 1, 3 and 4 during remote learning.  When children returned to school on the 8<sup>th</sup> of March teachers undertook baseline assessment – phonics assessment, reading age, comprehension age (y4) to ascertain current start points. Interventions launched WC 15<sup>th</sup> March in Yr1 and Yr4.  Staff in Yr3 have additional CPD planned for the 1:1 teaching of</p>

	(£5070)				reading with an LA advisor on the 16 <sup>th</sup> March and 29 <sup>th</sup> April.
Total budgeted cost					£11,900

Wider Strategies					
Desired outcome	Chosen action/approach	Evaluation Methods:	Staff lead	Review date?	Impact:
<b>Health and Wellbeing:</b> Improve the physical fitness and stamina of our KS2 children. Impacting positively on mental health and wellbeing.	<b>Next Level Sports Coach:</b> <i>1.5 additional days will be provided for the Next Level Sports Coach across KS2 for 26 weeks. January to July</i> <i>Spring 1 START – 6.1.20</i>  <i>(Already costed as release time for KS2 teachers to deliver inference intervention)</i>	<ul style="list-style-type: none"> <li>Pupil Voice</li> <li>Impact report from DB</li> <li>Qualitative report from sports coach regarding progress in stamina and health and fitness levels.</li> </ul>	PG/DB	Pupil voice surveys Feb 21 July 21	<b>Spring Review:</b> During the period of partial school closures, we utilised the sports coach to provide additional health and fitness sessions for children accessing provision. He also provided bespoke support for identified 1:1 children and ran coaching sessions during lunchtimes across KS2.  On return to full re-opening the sport coach is to provide 2 sessions a week of high quality PE provision in Years 1,3,4,5 and 1 session a week in year 2 and 6.  A resilience programme is also provided for identified children in Year 4.



<p><b>Access to technology</b> Identified pupil premium children will have access to a suitable device to enable them to participate in live lessons and the Priestsic home-learning offer.</p> <p>Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><b><i>Purchase 30 devices to support pupil premium children in accessing the blended-learning offer.</i></b></p> <p><b><i>(£6000)</i></b></p> <p><b><i>30 x data sim cards provided free of charge from Vodafone – distribute to families in need of internet access.</i></b></p> <p><b><i>Hardware requirements – headsets/microphones to enable better communication when delivering home-learning.</i></b></p> <p><b><i>(£47 x 8 = £376)</i></b></p>	<ul style="list-style-type: none"> <li>Engagement analysis - DB</li> </ul>	<p>DB</p> <p>DB</p>	<p>Feb 21</p> <p>Feb 21</p>	<p><b>January review:</b> 78 devices have been secured through the Government scheme – an initial 53 plus an additional 25. We therefore feel we have sufficient stock of devices to meet the needs of our pupils and will redistribute the remainder of these funds. £1000 has already been spent on securing licences for the Chromebook leaning £5000.</p> <p><b>Spring Review:</b> In recognition of the fact that our children have had limited first-hand experience during the period of partial school closures we plan to redistribute these funds into real life first-hand experience that will enhance our wider curriculum offer. We aim to see that learning is embedded and extended through real first-hand experiences with purposeful and relevant learning opportunities, allowing them to produce quality final products, particularly in writing.</p>
<p><b><u>Supporting Parents and Carers:</u></b> Additional support in the new school year through the use of ClassDojo to providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.</p> <p>Parents and carers are confident in the use of the chosen Blended-Learning platform – Microsoft Teams.</p>	<p><b><i>Attendance officer – regular communication with parents to follow up on attendance and identify barriers. Reasonable adjustments made to support reintegration.</i></b></p> <p><b><i>(1 day a week for the year = £2031)</i></b></p> <p><b><i>Regular communication from the class teachers to parents via the ClassDojo platform. Homework tasks and updates posted weekly to increase parental engagement in learning.</i></b></p>	<ul style="list-style-type: none"> <li>Structured conversation recorded on CPOMS</li> <li>Parental Survey – confidence levels with Microsoft Teams</li> <li>Class Dojo Audit</li> </ul>	<p>SLT</p> <p>DB</p>	<p>Ongoing</p> <p>Feb 21 – parental survey</p> <p>July 21</p>	<p><b>Spring Review:</b> Parental feedback suggests that confidence levels have increased with the use of new technologies – MT. The wellbeing phone calls from staff have been cited as extremely useful – these were used as opportunities to guide and support parents through technical difficulties.</p> <p>Daily Tracker shows an average of 77% for all children and 69%</p>

	<p><i>(No cost to school)</i></p> <p><i>Release time for Blended-Learning Lead to create parental handbooks and video guides for the website which support parents in accessing the blended-learning offer.</i></p> <p><i>(£200)</i></p>				for pupil premium children over the last four week period from 25.1.21 to 27.2.21.
				£8607	
<ul style="list-style-type: none"> <li>Possible use – NTP for KS2 Spring 2.</li> </ul>				£24,272	
Total budgeted cost				*£8,928 unallocated	
		Cost paid through Covid Catch-Up			£24,272
		Cost paid through school budget			