



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 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 parent and carers➤ Access to technology➤ Summer support

Identified impact of lockdown	
Behaviour and Attitudes	<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>
Maths	<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>
Writing	<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>
Reading	<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>
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 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><u>Supporting Great Teaching:</u> 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> <i>(½ day support for each year group)</i> <i>(£1400)</i></p>	<ul style="list-style-type: none"> Staff questionnaire pre and post CPD. Virtual book look of task set on TEAMS. 	DB	Feb 21 April 21 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>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>Recovery Curriculum CPD to share the English and Maths essentials to support staff in identifying the key concepts children have either forgotten or misunderstood.</p> <p>Baseline assessments undertaken on week 5 of the Recovery Curriculum using the NFER standardised Tests in KS2. <i>(£500)</i></p> <p>CPD to further develop teachers' knowledge of the AFL cycle in order to address gaps in knowledge, skills and understanding. <i>(2 x training provider per day = £620)</i></p>	<ul style="list-style-type: none"> Recovery curriculum documents Planning audit Book look to identify extend to which RC objectives have been addressed. Baseline assessment data Impact of CPD reports – AFL/blended learning 	SS/PG/CH	Feb 21 April 21 July 21	

<u>Transition support</u> 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.	<i>Door step visits to new F1 and F2 children undertaken by class teachers and EYFS lead during the period of schools' closures summer term.</i> <i>Year Group transition booklets and powerpoints created to share with parents and children via the school's website.</i>	<ul style="list-style-type: none"> Website audit CPOMS report of door step visits Parental Questionnaire 	PG/CH/NK		
Total budgeted cost					£ 2520

Targeted approaches					
Desired outcome	Chosen action/approach	Evaluation Methods:	Staff lead	Review date?	Impact
<u>1:1 and small group tuition:</u> 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. Outcome – increased percentage of children achieving GLD for speech and language.	<u>Nuffield Early Language Intervention:</u> <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> <i>(£195 training + £375 – resources + £88 for TA additional hours)</i>	<ul style="list-style-type: none"> Base line assessment Intervention tracking records Data analysis at end of assessment points 1/2 Impact report from KL – Early language lead 	KL	Feb 21 Feb 21	
<u>1:1 and small group tuition:</u> 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.	<u>National Tutoring Programme</u> In person tuition offering 1:1 and small group intervention targeting English and Maths within KS1. (3 hours a day, 5 days a week for 30 weeks) <i>(£183.75 per week X 30 = £5512.50)</i>	<ul style="list-style-type: none"> Data analysis Impact report from English Lead Book look – outcomes and standards for 	CH	Feb 21 July 21	

		identified children. • Pupil voice			
<u>1:1 tuition:</u> 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.	<u>National Tutoring Programme</u> Online, 1:1 weekly tutoring session which specifically targets children's individual gaps in learning. 50% of the YR 6 paid at full price 50% paid using the NTP 25% of original price (£660)	• Data analysis • Impact report from AM – maths lead • Pupil Voice	PG/AM	Dec 21 Feb 21 May 21	
<u>Small Group Intervention:</u> To accelerate the reading progress of identified children in KS2 in order to ensure children reach their predicted targets of ARE.	<u>Small Group Intervention:</u> Teacher in KS2 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. January – July 26 weeks. (£5070)	• Data analysis • Impact report – RJ English lead KS2 • Pupil Voice	PG/RJ	Feb 21 April 21 July 21	
Total budgeted cost					£11,900

Wider Strategies					
Desired outcome	Chosen action/approach	Evaluation Methods:	Staff lead	Review date?	Impact:

<p>Health and Wellbeing: Improve the physical fitness and stamina of our KS2 children. Impacting positively on mental health and wellbeing.</p>	<p>Next Level Sports Coach: <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></p> <p><i>(Already costed as release time for KS2 teachers to deliver inference intervention)</i></p>	<ul style="list-style-type: none"> • Pupil Voice • Impact report from DB • Qualitative report from sports coach regarding progress in stamina and health and fitness levels. 	<p>PG/DB</p>	<p>Pupil voice surveys</p> <p>Feb 21</p> <p>July 21</p>	
<p>Access to technology 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><i>Purchase 30 devices to support pupil premium children in accessing the blended-learning offer.</i></p> <p><i>(£6000)</i></p> <p><i>30 x data sim cards provided free of charge from Vodafone – distribute to families in need of internet access.</i></p> <p><i>Hardware requirements – headsets/microphones to enable better communication when delivering home-learning.</i></p> <p><i>(£47 x 8 = £376)</i></p>	<ul style="list-style-type: none"> • Engagement analysis - DB 	<p>DB</p> <p>DB</p>	<p>Feb 21</p> <p>Feb 21</p>	
<p>Supporting Parents and Carers: 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><i>Attendance officer – regular communication with parents to follow up on attendance and identify barriers. Reasonable adjustments made to support reintegration.</i></p> <p><i>(1 day a week for the year = £2031)</i></p> <p><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></p>	<ul style="list-style-type: none"> • Structured conversation recorded on CPOMS • Parental Survey – confidence levels with Microsoft Teams • Class Dojo Audit 	<p>SLT</p> <p>DB</p>	<p>Ongoing</p> <p>Feb 21 – parent al survey</p> <p>July 21</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>				
				£8607	
<ul style="list-style-type: none"> Possible use – NTP for KS2 Spring 2. 				£23,027	
Total budgeted cost				*£10,173 unallocated	
		Cost paid through Covid Catch-Up			
		Cost paid through school budget			