

Catch-Up Premium Plan

Pollington –Balne C of E Primary School 20/21

Summary information					
School	Pollington- Balne CE Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£8,400	Number of pupils	112 (time of census)

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 Reception through to 6. 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
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
- Possible summer support

Identified impact of lockdown

Maths	Specific content has been missed, leading to gaps in learning. Children still have an appetite for maths (pupil voice Aut 2020) and lockdown has not affected their attitudes however they are simply, 'behind'. Recall of basic skills has suffered – some children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments..
Writing	Children haven't necessarily missed 'units' of learning in the same way as maths, however they have lost essential practising of writing skills and their resilience/stamina in writing extended pieces. GAPs specific knowledge has suffered, leading to lack of fluency in writing. Those children who have maintained writing throughout lockdown are less affected, however those who did not engage fully with lockdown written work are finding writing stamina problematic. EYFS are finding a large issue with fine motor control due to children not writing during lockdown or undertaking similar activities that develop the muscles in the hand.
Reading	As a result of reduced reading during lockdown, children are less fluent and the gap between those children that read widely and those children who don't is now increasingly wide. Children have forgotten test techniques for answering test questions with precision and understanding complex author language. This is more evident in KS2. It has also become increasingly evident that some children are demonstrating speech and language difficulties in F2 as a result of not being in school-not having this targeted support as part of daily, quality first teaching.
Non-core	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.
Emotional Well-being and Behaviour	On initial return to school it was clear that some children, including emotionally vulnerable children (ie SEND and PPG ,LAP), were finding it difficult to adjust to being returning to school and leaving adults and being in a larger group again. Bubble management is helping to reduce some anxiety. There is some lack of resilience and reduction in determined drive (feeling that they were incapable of achieving).This is affecting overall academic progress. Pupils require work on resilience, teamwork and working collaboratively.

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)	Costs	Staff lead	Review date?
<u>Supporting great teaching:</u>	Purchase White Rose Premium resources which highlight the gaps to plug and provide quality resources to scaffold £99 Purchase TT Rock Stars resource which will support quality online learning and practise basic skills Purchase Literacy Shed £78 to support resources for quality literacy Purchase Oxford Owls resources which will support quality resources to scaffold reading for online learning		99 90 78	Maths lead RF Literacy Lead CH Phonics Lead PB	March 2021
<u>Teaching assessment and feedback</u> 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. Assessment of pupils working below POS for their age children with SEMH	Purchase of NFER tests to ensure rapid identification of and plugging of gaps for target groups costs 3,656 Training boxall Free Birmingham Toolkit Assessment Tool for children working below their peers £500		4156 500	HT and SENCO	May 2021
PSHE Curriculum provision New whole school approach developed for PSHE with a stronger focus on physical mental and emotional health.	All classes will have dedicated PSHE time each week. Some project work supported by external providers Anti-bullying alliance Costs £200 for workshops over the year. Dedicated reflection time in each class linked to a weekly whole school worship.		200	PSHE Lead SA	July 2021
Total budgeted cost					5,123

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Cost	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> 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. Identified children will have significantly improved quality of writing and attainment will be at EXS.	Small group teacher tuition 1:6 TA support 12hrs a week across school TA = £5404 for the year		5404	HT/SENCO	May 21
Individual children would strengthen their reading and spelling skills and knowledge which would impact of outcomes in literacy.	Purchase Nessy programme Children at risk / reading difficulty identified through assessment and discussion with staff / parents. Children will have access to Nessy at home and at school. Regular progress reviews. Targets reached		200 10 licences	SA/JH	May 21

Individual children across school develop resilience and are emotionally literate	ELSA 11 hrs a week Social emotional training for all TAs – (6 hrs cost over) Social emotional check ins by additional TAS (20hrs weekly) 20 weeks Time to talk (cost of TA cover 1 hr weekly) 10 weeks		2791		
<u>Extended school time</u> SEE SMALL GROUP TUITION INFORMATION WHICH WILL RUN BEFORE/AFTER SCHOOL. (Unless in lockdown)	Y6 booster 3x 1 hr weekly for 20 weeks (Teacher) Y2 booster 1 x 1 hr weekly 10 weeks (Teacher) Cost Yr 2 = £645 Yr 6 = £3050		£645 £3050		
Total budgeted cost					12,090

iii. Wider Strategies					
Desired outcome	Chosen action/approach	Impact (once reviewed)	cost	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.	Training on Teams from teacher/IT provider 3 hr sessions Costs£ 600		600	HT/IT lead	March21
<u>Access to technology</u> Purchase 2 more laptops to add to the school bank of IPADs and Laptops so that children are able to access learning at home via TEAMs	Costs of laptops 365x2		730	SBM/IT	March21
<u>Summer Support</u> NA			1330		
Total budgeted cost for this section					1330
Cost paid through Covid Catch-Up					8400
Cost paid through school budget					10,143
Overall budgeted cost					18,543