

Catch- Up Premium Plan Gayton Primary School



Summary information

School	Gayton Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£16,480	Number of pupils	209

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 from FS2 to Year 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

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.

EEF Recommendations

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	Recall of basic mathematical skills has been impacted and basic arithmetic skills need to be consolidated. Pupils' ability to solve more challenging problems and their skills of reasoning and problem solving have been affected. Their stamina in relation to problem solving is reduced.
Writing	Lockdown has affected pupils' stamina when writing. Pupils are struggling to plan and sequence effective pieces of writing. There was a mixed response to writing tasks in the lockdown period and standards of writing produced were not as high as we would expect. Pupils also need to revise and practise SPAG (Spelling, Punctuation and Grammar); it is evident in every class that spelling has been affected. Pupils have not continued to practise, rehearse and refine their spelling skills and therefore we need to address this area.
Reading	The vast majority of pupils did maintain some kind of engagement with reading during the lockdown period. However, pupils' stamina for reading more challenging texts has been affected. The fluency of some pupils' reading has also been affected during the lockdown period.
Non-core	Understandably, there are some gaps in knowledge in relation to units of work. This is dependent on how much pupils engaged with the remote learning that was in place during the lockdown period. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments, thus lacking in a capacity to draw on their Curriculum Capital knowledge.
Social and Emotional	Every child and every family will have had a different experience of lockdown. For some, the experience may have been fruitful and sadly for some, the experience may have been difficult. Some may have experienced family illness, bereavement and associated difficulties. Some may have been adversely affected by ACEs and this may have affected individual emotionally and/or socially.

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 related whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
High quality teaching for all pupils. Supporting great teaching:	<p>Maths mastery approach through work with the maths hub.</p> <p>Cost of work with the Maths Hub- Free programme but release time for 2 lead teachers throughout the year- £800.00 (funded by school budget)</p> <p>Increase amount of manipulatives available to children to support pupils to make connections in their learning and to be able to work more independently in maths lessons.</p> <p>Cost of manipulatives for Maths £1560.38 (funded by the PTA)</p>		VS & LN	July 2021
Effective diagnostic assessment... Teaching assessment and feedback:	<p>Use of NFER assessments at the end of the autumn term, spring term and summer term in order to provide standardised scores- to be utilised alongside teacher assessment (adding a greater degree of confidence and accuracy of assessments.)</p> <p>Cost of NFER assessments: £311.00 (funded by school budget) for autumn term tests.</p> <p>Use of NFER hub to input question level data so that staff can identify areas of strength, areas of development and common misconceptions.</p>		<p>JMc All staff</p> <p>JMc All staff</p>	July 2021
Supporting remote learning... Ensuring equity of access for all:	<p>Purchasing of Learning by Questions licences for Y3-6 teachers and pupils. This enables them to access Learning by Questions both within and outside of school. Learning by Questions to be utilised by school staff for homework as well as for remote learning when bubbles are required to isolate or when school is closed to most pupils (national lockdown situation).</p> <p>Purchase of 2 x trolleys of 30 Learning by Question tablets enabling use within school for pupils in Years 3-6.</p> <p>LBQ costs: 60 tablets and licences for staff to utilise- total cost = £ 11,150 (funded by school budget)</p>		<p>JMc All staff</p>	July 2021

	Purchasing of Maths Shed and Spelling Shed (Ed Shed) to enable staff to utilise for homework/class based activities as well as when children are having to isolate at home. Cost of Ed Shed £268.00- (funded by school budget)		All staff	
Focusing on professional development... Supporting great staff:	Staff training in Google Classroom and remote learning expectations. Training via CPD sessions in school. Use of Google Classroom for homework from September 2020 to support in develop parents, pupils and staff confidence in using the learning platform.		All staff	July 2021

ii. Targeted academic support				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
High quality 1-to-1 and small group tuition...	KS1 teacher utilised for additional phonics work with identified pupils in Y1 & Y2 (Targeted intervention provided from October half term- end of the autumn term.) Cost of additional time for KS1 teacher based on 16 hours per week for six weeks = £4428.00 (Covid- catch up fund)	96% of Y2 pupils passed the phonics screening test. The other one pupil was only 1 mark away and this demonstrated excellent progress for this SEND child.	LD	December 2020.
High quality small group tuition/targeted support for identified pupils.	Additional supply teacher utilised to cover classes so that class teacher can be released to work with identified pupils for reading and maths. Support to be provided as identified below: Year 6: One afternoon of booster support for identified pupils with class teacher focused on Reading and Maths. Year 5: One afternoon of booster support for identified pupils with class teacher focused on Reading and Maths. Year 4: One additional hour of booster support for identified pupils with class teacher focused on Reading. Year 3: One additional hour of booster support for identified pupils with class teacher focused on Reading. Projected costs of additional supply teacher to support with booster lessons: £3996.00 (Covid-19 catch up fund) Costs shown are for Spring term only.	Due to Covid-19 national lockdown imposed in January 2021, agreed to trial starting booster classes in Reading for Y5 & 6 involving children in school and at home. We will then re-evaluate at half term and decide whether to pause at current time or continue with them. Y3 & 4 booster classes are not to start at the current time.	JMc alongside class teachers.	March 2021.

<p>Extended school time: Before/After school focussed support clubs</p> <p>After School Maths – Identified children are able to attend a Maths booster class with the class teacher and a HLTA.</p>	<p>Booster maths club for identified pupils from school internal tracking data.</p> <p>Teacher & HLTA to support (11 pupils in total) 1 x session per week after school.</p>	<p>Due to Covid-19 national lockdown imposed in January 2021, agreed to pause the booster Maths after school classes for now.</p> <p>-</p>		
<p>Planning for pupils with SEND... Intervention programme</p>	<p>Identified pupils will continue to access Orretts Meadow Outreach programme. This is facilitated by a dyslexia specialist teacher. Cost of Orretts Meadow Outreach- £2100 per term= £6300 per year (school budget cost)</p>	<p>Some of these sessions have now re-commenced on line due to the pupils not being in school currently in January 2021.</p>	<p>HH (SENDco)</p>	<p>March 2021</p>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents/carers with pupils of different ages... effective communication with the wider community:</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 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>Children have access to appropriate stationery for home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning pencil case, ruler, 2 HB pencils, set of coloured pencils, rubber and sharpener and rough jotter)</p>	<p>All work uploaded to Google Classroom and to Tapestry so that parents can choose to access this without pupils attending any live lessons during the national lockdown period.</p> <p>Homework uploaded to Google Classroom.</p> <p>Paper copies available for homework if requested.</p> <p>During national lockdown period, paper copies of maths worksheets & booklets (maths) & Tapestry work (F2) available for parents to collect from outside school.</p>	<p>-</p> <p>-</p>	<p>All staff</p>	<p>March 2021</p>

<p>Ensuring access to technology... Enabling all learners equal access to the provision:</p> <p>Children with no computer access at home can access additional devices (short term loan from school via DfE allocation and other routes) so that they can access on-line provision and learn alongside their peers.</p> <p>Teachers have school laptops that are equipped with webcams/microphones and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>Survey with parents to gain feedback regarding families that are struggling to access devices.</p> <p>Loan out laptops from school in order to allow families access to Google Classroom from home. (Laptop use agreements in place) Older laptops are being wiped and then made available for parents to use at home. 2 chrome books provided from the DfE.</p> <p>Teachers have access to a school based laptop which is equipped with a webcam and microphone to facilitate remote/blended learning.</p> <p>Purchase of Bluetooth headsets for teachers to use in the classroom when teaching for blended/remote learning Cost of headsets= £274.90 (School budget cost)</p>			
<p>Supporting pupils' social, emotional and behavioural need.</p> <p>Whole school recovery curriculum/SEL curriculum:</p>	<p>Adoption of Rest Easy mental health and well-being programme for the whole school. Whole school costs for the programme for 2 x years = £2400 (funded by school budget)</p> <p>Thumbs up – mental health and wellbeing sessions for Year 5 & Year 6 pupils. (X 6 sessions in total) (Autumn term) £650.00 (funded by school budget)</p> <p>Thumbs up- Mental health and wellbeing sessions for Year 3 & Year 4 pupils (Spring term) £650.00 (funded by school budget)</p> <p>Thumbs up Family Wellbeing sessions (3 x sessions for families to access)- January 2021 Cost £250.00 (funded by school budget)</p>		JMc	March 2021
<p>January 2021- Plan does not detail full spend of covid-catch up funding at the current time. Will decide on effectiveness of booster classes as to whether this is then continued into the summer term. Plans for booster classes have been affected by the third national lockdown announced on January 4th 2021.</p>				

Total budgeted cost	£26,738.28
Cost paid through Covid Catch-Up	£8424.00
Cost paid through charitable donations	£1560.38
Cost paid through school budget	£16,753.90