



Catch-Up Premium Plan Thringstone Primary School

Summary information					
Academic Year	2020-21	Total Catch-Up Premium	£13,445	Number of pupils	170

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 11.

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 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

Wider strategies

- ☐ Supporting parent and carers
- ☐ Access to technology

Barriers to future attainment

Barriers – there is an acceptance that the overwhelming majority, if not all pupils, will have been negatively affected in some way by the COVID 19 pandemic. We have identified the following ‘COVID-19 specific’ issues affecting our pupils

Significant gaps in pupils’ skills and knowledge due to lack of daily teaching and daily practice

Pupils have missed significant experiences affecting the essential knowledge that they need to prepare them for their future success and the ability to make connections in their learning

Pupils’ resilience and self-confidence affect their ability to take risks and be challenged with their learning

Widening attainment gap between disadvantaged and non-disadvantaged pupils due to lack of daily of daily teaching and appropriate intervention

Lack of engagement with home learning during school closure/self-isolation

Poor communication due to lack of opportunity for regular, sustained dialogue with a range of peers/adults and modelling of vocabulary from adults

Home environments lack structure, routines and appropriate boundaries during school closure affecting pupils’ behaviour for learning and mental health

Mental health issues affecting pupils’ wellbeing and academic performance

Identified impact of lockdown

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 arithmetic assessments.</p>
Writing	<p>Children haven’t necessarily missed ‘units’ of learning in the same way as Maths, however they have lost essential practising of writing skills. Specific knowledge has suffered in grammar and punctuation, 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 additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don’t is now increasingly wide.</p> <p>Significant gaps are evident in pupils’ skills and knowledge due to lack of daily teaching and daily practice.</p> <p>Baseline phonics and reading assessments show that there is an increase in the number of pupils in the lower phonics bands.</p>

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.
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Teaching priorities

Baseline assessments to identify gaps in learning and identify areas for intervention

Recovery curriculum planned for Maths and English for each year group. Objectives have been identified as not taught or not fully embedded. These are being taught alongside a broad and ambitious curriculum

Feedback used to make next steps explicit to children

Reflection and/or feedback time built into lessons to allow children to reflect on their learning, revise work and understand the next step

Route to Resilience strategies integral to daily lessons to improve children's resilience and perseverance and improve learning attitudes

Staff to develop a greater understanding of children's mental health needs in order to help and support children who have been affected adversely by closure and COVID 19.

Targeted academic support

Appropriate and timely interventions for closing the gaps and addressing misconceptions

Pre-teaching established to make curriculum access more equitable

Wider strategies

Greater focus on strategies and support which develop resilience and self confidence in the children

A strong remote learning offer in place.

Planned Expenditure				
EEF Recommended strategy	Rationale	Implementation	Cost	Impact/Expected Impact
One to One and small group tuition	There is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch-up strategy	<p>Employed existing Thringstone teacher for additional days to teach targeted children in KS1 & KS2 in Maths and English.</p> <p>Headteacher runs a daily reading and spelling session with targeted children.</p> <p>Targeted children will have additional 2 hours per week 1:1 or small group sessions</p> <p>DK & NE to deliver 20 week NELI programme following training for targeted children</p>	<p>Weekly sessions through to end of the Summer term 2021 Total cost £4400</p> <p>Supply cost £628</p>	<p>By increasing targeted children's time spent working 1:1 or in a small group, we expect to close gaps in reading, writing and maths and that attainment and progress are closer to ARE</p> <p>Improved standards in communication and language</p>
Intervention Programmes	Implementing effective structured interventions with a consistent approach supports children who have fallen behind	<p>School to purchase Nessy and Dyslexia Gold in addition to the other invention programme already used in school.</p> <p>Programmes are delivered daily to targeted pupils and although created for pupils with dyslexia and dyslexic tendencies, the programmes are recommended for struggling readers and spellers</p> <p>Phonics intervention sessions to secure blending and reading to phase 6 - additional catch-up sessions Sessions focused on: Oral blending Phoneme/grapheme correspondence Sight reading of phonetically irregular words</p>	<p>Nessy £300 per year</p> <p>Dyslexia Gold £799 per year</p>	<p>Year 2 Phonics Screening Check in the Autumn Term saw 52% of children achieve the expected pass mark however this was higher than expected given that the majority of the class did not return to school in June. (66% did not return)</p> <p>Year 2 Summer term PSC – we expect to see percentages closer to national averages and assessments show more children secure in Phase 6 phonics</p> <p>Increase in percentage of children secure in phonics in KS2</p>

		Intervention in reading comprehension for years 5 & 6		Greater confidence, accuracy and fluency in reading in Year 5 & 6. Assessments in reading comprehension show children in Years 5 & 6 making gains towards ARE
Access to Technology	Pupil's access to technology has been an important factor affecting learning at home. As pupils return to school, technology could be valuable eg enabling greater access to the curriculum or by facilitating access to online tuition or support	<p>CPD provided for all staff on the effective use of Teams. Training is rolled out to children on its use.</p> <p>Parents / carers made aware of the Teams and ClassDojo platforms and how they can support home learning</p> <p>Additional ipads and laptops purchased (8 ipads 8 laptops)</p> <p>Additional IWB purchased</p>	<p>Training provided by ICTIC £300</p> <p>Ipads £2046 Laptops £3200 IWB £2700</p>	By ensuring children have access to quality learning both at home and in school we are expecting accelerated progress in Maths and Reading
Supporting Parents and Carers	<p>Parents have played a key part in support children to learn at home and it is essential that schools and families continue to work together as pupils return to school.</p> <p>Providing additional books and educational resources to families with support and guidance such as advice about effective strategies may be helpful</p>	<p>Parents informed regularly of their child's next steps and how to support at home</p> <p>CGP books purchased for all year groups in Reading, Phonics/GPS and Maths for children to take home and use at home as a supplementary resource to the home learning and complement the work being done in school</p> <p>Targeted children have access at home to the reading, spelling and maths programmes used at school</p>	CGP books £1112	<p>Home learning and communication with parents is enhanced.</p> <p>Effective parental engagement supports home/online learning and ensures greater consistency of learning for children</p> <p>Providing workbooks for home ensures that all children have the opportunity to continue learning at home</p> <p>By providing access at home to the reading, spelling and maths programmes used in school, children can continue to develop their skills</p>

<p>Well-being</p>	<p>Children spend a significant amount of their time at school and therefore school can provide an ideal environment for promoting good emotional wellbeing and identifying early behaviour changes and signs of mental distress.</p> <p>The social and emotional skills, knowledge and behaviours that children learn in the classroom can help them to build resilience and help them manage their mental health in the future.</p>	<p>Pupils taught to develop strategies to relax and refresh their minds; taking good care of their mental health</p> <p>AS & LR continue to develop their pastoral work with children identified or feeling vulnerable or have worries, anxieties or emotional issues which need support</p> <p>A virtual tour of Thringstone Primary School has been created and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starters so that the child is confident in joining Thringstone.</p>		<p>Children feel that they have a supportive and approachable point of contact if they are feeling worried or anxious or are in need of emotional support</p> <p>Children who are joining school from different settings or who are beginning their schooling with Thringstone have an opportunity to become familiar and confident with the setting before they arrive.</p>
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Total budgeted costs	£15,485
Covid Catch-up Premium	£13,445
Cost paid from School budget	£2040