

Catch-Up Premium Plan – The Willows Primary School 2020-21

Autumn Catch-up premium: £7280

Spring & Summer Catch-up premium:£21,840

Total Catch-up premium budget:£29,120

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 EYFS through to 11. This funding will be provided in 3 tranches. The government will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. They then will distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, they will use the 4 to 15 pupil headcount from the October 2020 census. The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil. A further £33.33 per pupil will be paid during the summer term 2021. Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

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.

The Willows has chosen the following strategies as a focus for the effective use of Catch Up Premium

Teaching and whole school strategies

- Supporting quality first teaching
- Transition\SEMH support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Pupil assessment and feedback

Wider strategies

- Summer support
- Supporting parent and carers

Context of the school and rationale for the strategy

- The school remained open through the first lockdown for keyworkers and vulnerable children initially, then as government guidance changed Reception, Year 1 and Year 6 and finally a full school return in Sep 2020.
- Our proportion of disadvantaged pupils across the school is high compared to both local and national statistics. 28% of the school population are entitled to FSM and 31% of children are identified as pupil premium.
- 15% of pupils have English as an Additional language and 23% of pupils are identified as having Special Educational Needs.
- The majority of children from Reception to Year 6 engaged with the detailed online learning that the school provided. The school also provided book packs and learning resource packs to support online learning and provide additional ways in which children could complete learning at home. There has been a proportion of families that did not engage with on line learning at all and this increased during the second lockdown at the start of 2021
- During lockdown it was felt that children were missing the support of their friends and teachers - wellbeing, confidence building and building equity for disadvantaged students is a priority
- Reception, Y1 and Y2 pupils have not received consistent and direct phonics teaching since March 2020 this will need to be addressed.
- Children in current Reception and Y1 have been the most disadvantaged with lockdown interrupting their early stages of school development – this has affected their acquisition of basic skills in reading, writing and maths
- Some families had limited access to reading books this affected children in terms of their word reading, fluency and comprehension.

Identified impact of lockdown

SEMH	Some children's social and emotional needs have been affected adversely by closures and Covid 19 and they need more support. All children have missed social interaction.
Maths	Specific content has been missed, leading to gaps in learning and missed curriculum coverage of concepts and processes. As a school we used the White Rose Hub to support remote learning throughout lockdown both in school and remotely, however, teaching time has been missed and children have not had time to consolidate learning. In some cases recall of basic skills has suffered – some children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.
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 stamina. There are also gaps of specific grammar, spelling and punctuation knowledge that haven't been taught. 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. For some children there has been a dip in motivation to continue to improve (edit) their work.
Reading	Many children found it easier to access reading during lockdown than other subjects. This is something that was more accessible for families and required less teacher input. However, the gap between those children that read widely and those children who don't is noticeably wide. Our SEN children and those children in Year 2 transferring into Year 3 – where there is normally a change from children reading to decoding words to comprehension of text – have been most delayed. Some pupils may have had limited access to reading materials and phonics teaching during the summer term and therefore, their reading ages were lower than expected at the beginning of Autumn 2020.
Non-core	Although, our IPC curriculum and some aspects of RE have been a focus of remote learning, there are now gaps in knowledge for non core subjects – 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 important curriculum experiences e.g. trips, visitors and other opportunities usually provided for enrichment.

Our Vision and priorities for Recovery

Vision for Recovery

- Children and adults need time to heal, time to recognise the hardships and positives of Lockdown.
- Children and adults need time to enjoy being back at school, together, to explore all this fully, to move on as a community.
- As a school community we need to take time to recognise the effect of all types of loss - Loss of routine, Loss of structure, Loss of freedoms, Loss of friendships, Loss of social interaction, Loss of identity within a group and bereavement within the immediate or extended family, friends and within the community
- All of our learners will need a holistic approach to recovery, and some may need a more focused recovery intervention programme, personalised to their needs.
- All of our children and their parents will recognise that they have lost time in learning. We must show them how we are addressing these gaps, with appropriate recognition of how hard they have worked at home, under difficult circumstances

Priorities for Recovery

- Transition sessions for all pupils in the last 2 weeks of lockdown to ensure all pupils
- Summer school 2020 to target vulnerable pupils and those most disadvantaged by lockdown and those in year groups that were not part of wider opening
- Bringing children back to what they know and are familiar with in terms of boundaries, expectations, values and ethos
- Initial acknowledgement of the emotional issues but no majority dwelling
- Detailed assessment in first 2 weeks (both summative and formative) to identify gaps and regression
- Teaching current year group objectives with high quality further differentiation and some amendments to medium term overviews in the interim (Maths/Literacy)
- A recovery curriculum for Phonics in reception, Y1 and Y2 (some aspects of Y3)
- A programme of academic mentoring consisting of support for continued home learning and a focus on working with parents to enable them to target basic skills at home with the help of practical resources and teacher guidance
- A programme of after school one to one tuition for targeted Y6 disadvantaged pupils to ensure they are “secondary school ready” and have caught up on lost learning and recovered gaps in knowledge and understanding – this did not take place as a further national lockdown in January 2021, changed our priorities and plans to recover lost learning
- Summer school 2021 to target vulnerable pupils and those most disadvantaged by lockdown with the most significant gaps in learning

Catch Up planned expenditure

i. Teaching and whole-school strategies

Desired outcome	Chosen approach	Impact	Staff lead	Costs
<p><u>Supporting quality first teaching:</u></p> <p>A recovery curriculum will be planned with a focus on how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<ul style="list-style-type: none"> • Detailed assessment in first 2 weeks (both summative and formative) to identify gaps and regression • Teaching current year group objectives with high quality further differentiation and some amendments to medium term overviews in the interim (Maths/Literacy) • A recovery curriculum for Phonics in reception, Y1 and Y2 (some aspects of Y3) • Additional home-school reading books bought to enable phonics recovery curriculum to be supported at home 	<p>Baseline assessments completed (PIRA, PUMA, Hodder tests)</p> <p>CPD from MACO and ENCO on review of the curriculum enabling teachers to plan for recovery</p> <p>Phonics lead to plan recovery curriculum for Y1 and Y2 phonics</p> <p>Recovery curriculum in place.</p> <p>Gaps in knowledge and learning recovered over time</p>	<p>HT</p> <p>MACO</p> <p>ENCO</p> <p>Phonics Lead</p> <p>All staff</p>	<p>NONE</p> <p>Planning and CPD took place in existing leadership/release time as well as staff PPA</p> <p>£1431.50</p> <p>£300.45</p> <p>For new reading books</p>

<u>Transition/SEMH support</u> To ensure all children are given opportunities to prepare for a return to school	<ul style="list-style-type: none"> Transition sessions for all pupils in the last 2 weeks of lockdown to ensure all pupils are prepared for the start of the new academic year/return to school Children to meet their new teacher and familiarise themselves with their new classroom prior to the summer holidays 	All staff are aware of and understand expectations and relationships link to behaviour and emotional needs. Children are ready to return to school and they feel safe and secure.	HT All staff	NONE Transition took place in normal school hours prior to the summer holiday
<u>Supporting quality first teaching:</u> Introducing Continuous provision in Y1 to support gaps in Reception provision and experience caused by lockdown.	<ul style="list-style-type: none"> Re-designing the Y1 environment and provision to recover gaps in the reception experience caused by lockdown A focus on introducing key aspects of continuous provision into Y1 – independent learning stations, a role play/reading corner, resources to support physical development as part of child initiated learning 	Children who enter Y1 from reception are able to engage in aspects of continuous provision and child-initiated learning. This will help them transition to Y1 by recovering aspects of reception learning and experience that were lost due to lockdown.	HT KS1 Team leader & Y1 teacher	£489.90 £386.62 £77.14
Total cost				£2685.61

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact	Staff lead	Costs
<u>One to one and small group tuition. Pupil assessment and feedback</u> To ensure identified Y6 pupils are supported to become Y7 ready by the end of the academic year	A programme of after school one to one tuition for targeted Y6 disadvantaged pupils to ensure they are “secondary school ready” and have caught up on lost learning and recovered gaps in knowledge and understanding	Identified Y6 children are prepared and secondary ready having received additional support to recover lost learning and basic skills	HT	Did not take place

Following another period of lockdown in Jan 2021, the above strategy/outcome had to be amended and target pupils widened. After school tuition was replaced by a Summer School and the target group of pupils was changed. The need for this use of Catch Up was established following a full re-opening of schools in March 2021.

<u>One to one and small group tuition. Pupil assessment and feedback</u> To provide a summer school in July 2021 to target vulnerable pupils and those most disadvantaged by lockdown and those in year groups that were not part of wider opening	See detail in wider strategies section below	See detail in wider strategies section below	See detail in wider strategies section below	See detail in wider strategies section below
<u>One to one and small group tuition. Pupil assessment and feedback</u> To provide a summer school in July/Aug 2020 to target vulnerable pupils and those most disadvantaged by lockdown and those in year groups that were not part of wider opening	See detail in wider strategies section below	See detail in wider strategies section below	See detail in wider strategies section below	See detail in wider strategies section below
<u>Intervention programmes</u>	A programme of academic mentoring consisting of support for continued home learning and a focus on working with	Home learning packs prepared and distributed to disadvantaged pupils. Packs	PPG Lead	NONE – costs met from PPG budget – Fund 08

To provide support for identified disadvantaged pupils to close gaps in basic skills	parents to enable them to target basic skills at home with the help of practical resources and teacher guidance.	were positively received. Survey to capture impact underway.		
iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact	Staff lead	Costs
<u>Summer Support 2020</u> To provide a summer school to target vulnerable pupils and those most disadvantaged by lockdown and those in year groups that were not part of wider opening	<ul style="list-style-type: none"> HT to organise Summer School Tuition programme Children in Y1/2/3/4/5 targeted to receive Summer school Catch Up - disadvantaged children were the priority, followed by those that had not engaged with remote learning and those identified by teachers that would benefit Devise a tuition programme with clear priorities as follows - 1:1 tuition to fill in gaps in learning for reading, writing and maths (Y2 – Y5), an explicit focus on recovering gaps in phonics learning for children in reception and Y1, physical exercise and social experience Organise staffing for summer school Organise pupil passports to document learning planned and progress made for individual children Organise feedback systems to evidence of impact of tuition/catch up funding - pupils and parent survey to be collected. 	Pupils who attended benefitted from the tuition delivered as evidenced by pupil and parent feedback. Key gaps in learning were identified to support preparation for the new academic year and basic skills were revisited and reviewed. Pupils also received daily opportunities for socialisation and physical exercise.	HT Staff who volunteer to deliver tuition	Full cost of summer school - £22,539.80
<u>Summer Support 2021</u> To provide a summer school to target vulnerable pupils and those most disadvantaged by lockdown with the most significant gaps in learning	<ul style="list-style-type: none"> HT to organise Summer School Tuition programme Children in Y1/3/5 targeted to receive Summer school Catch Up - disadvantaged children were the priority, followed by those that had the most significant gaps in learning Devise a tuition programme with clear priorities as follows - 1:1 tuition to fill in gaps in learning for reading, writing and maths in Y3 and Y5 and an explicit focus on recovering gaps in phonics learning for children in Y1 Organise staffing for summer school Organise pupil passports to document learning planned and progress made for individual children Organise feedback systems to evidence of impact of tuition/catch up funding - pupils and parent survey to be collected. 	Pupils who attended benefitted from the tuition delivered as evidenced by pupil and parent feedback. Key gaps in learning were identified to support preparation for the new academic year and basic skills were revisited and reviewed. Pupils also received daily opportunities for socialisation and physical exercise.	HT Staff who volunteer to deliver tuition	Full cost of summer school - £6630.05
			Total cost	£29, 169.85
Total budgeted cost				£31855.46

	Cost paid through Covid Catch-Up	£29,120.00
	Cost paid through school budget	£2735.46