

# Catch-Up Premium Plan

## Howes Primary School

Summary information					
<b>School</b>	Howes Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£11,600	<b>Number of pupils</b>	145
<b>Plan continued to 2021/22 due to disruption throughout lockdown.</b>					
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 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 Reception to Year 6.</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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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"> <li>• Supporting great teaching</li> <li>• Pupil assessment and feedback</li> <li>• Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>• One to one and small group tuition</li> <li>• Intervention programmes</li> <li>• Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>• Supporting parent and carers</li> <li>• Access to technology</li> <li>• Summer support</li> </ul>				
Identified impact of lockdown					
<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have a positive attitude for Maths and lockdown has not affected this however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables, place value and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>				
<b>Writing</b>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps specific knowledge has suffered, 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>				
<b>Reading</b>	<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 increasing in width.</p>				
<b>Non-core</b>	<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 powerful curriculum moments.</p>				

Planned expenditure				
i. Teaching and whole-school strategies				
Desired outcome	Chosen approach and anticipated cost	Staff lead	Review date?	Impact (once reviewed)
<p><u>Supporting great teaching:</u></p> <p>The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths to support learning.</p>	<p><b>Additional time for teachers to research and plan non-core subjects. Review of where staff meeting time can be used to facilitate staff being able to review the curriculum and their planning.</b></p> <p><b>Review the Maths trolleys in each classroom and purchase additional resources if needed.</b></p> <p style="text-align: right;"><b>(£200)</b></p>	<p>SLT</p> <p>KD</p>	<p>February 2022</p> <p>February 2022</p>	
<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><b>Staff to complete benchmark assessment in September 2020. These to be updated each term. Staff meeting time to allow for the inputting of data into the main system.</b></p>	<p>SLT</p>	<p>Monitoring each term</p>	
<p><u>Use of the outdoors to support learning</u></p> <p>Teachers are trained in strategies to support using the outdoors to support learning across the curriculum.</p>	<p><b>Staff CPD. Release time to adapt the curriculum. Release time for subject leaders to monitor implementation.</b></p> <p style="text-align: right;"><b>(£800)</b></p>	<p>PE Team</p>	<p>Monitoring each term</p>	
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Howes Primary have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><b>New starters information page created for the website.</b></p> <p><b>Phone calls and emails home to families.</b></p> <p><b>Cards sent to new starter children.</b></p> <p><b>Video of the school shared with new starters in July 2020.</b></p> <p><b>Initial two days of the Autumn term set aside to meet with parents and children in a Covid safe manner for the Early Years team.</b></p> <p><b>Visits for new starters in year groups other than Early Years completed after school where allowed within the pandemic and lockdown. All visits conducted with safety paramount.</b></p>	<p>SLT and HP</p>	<p>Ongoing</p>	
<b>Total budgeted cost</b>				<b>£ 1000</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Staff lead	Review date?	Impact (once reviewed)
<u>1-to-1 and small group tuition</u>  Identified children will have significantly increased rates of reading fluency, application within Writing and Maths strategies and problem solving. This will lead to application of skills across the curriculum.	<i>Release time for staff to plan and lead boosters for identified children in Years 1, 2 and 6 in the first instance, moving to other year groups as needed.</i>  <b>(£9000)</b>	TK/ JT/ SM	July 2022	
<b>Total budgeted cost</b>				<b>£9000</b>
iii. Wider Strategies				
Desired outcome	Chosen action/approach	Staff lead	Review date?	Impact (once reviewed)
<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.  Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	<i>Remote Learning Guidance to be created and shared with parents and children.</i> <i>Children to be able to access Spelling Shed, Times Tables Rockstars to be able to practise their skills at home.</i>  <i>Paper packs for self isolation to be emailed to families or photocopied where needed.</i>  <b>(£200)</b>  <i>White Rose Maths books to be purchased to support the children at home.</i>  <b>(£2000)</b>  <i>English books to be purchased to support the children at home.</i>  <b>(£2000)</b>	SLT  TAB  KD  TK	Ongoing  Ongoing  July 2022  July 2022	
<u>Access to technology</u>  Children can access additional devices so that they can access remote learning.	<i>Government allocation of equipment to be able to lend to families to be able to access online learning at home.</i>  <i>Purchase equipment to lend to families to be able to access online learning at home.</i>  <b>(£800)</b>	SLT  SLT	July 2022  July 2022	
<b>Total budgeted cost</b>				<b>£ 1,600</b>