

# Catch-Up Premium Plan

## Garvestone Primary School

Summary information					
<b>School</b>	Garvestone Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£5520	<b>Number of pupils</b>	66

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 aggregate 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 years reception through to 11.</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> </ul>

➤ Summer support

### 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 an appetite for maths and lockdown has not affected their attitudes however some are quite simply, 'behind'.</p> <p>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>
<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, some 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>
<b>SEMH</b>	<p>The mental health and well-being of some children has deteriorated significantly. We plan to implement a Nurture group for children to access as necessary.</p>

**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)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>The foundation subjects 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 will be able to be accessed regularly in Maths and this will support learning</p>	<p><b><i>Additional time for lead teacher to research gaps in non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.(HLTA cover)</i></b></p> <p><b><i>Audit available equipment and share amongst “bubbles”.If budget is unable to meet the additional costs FROGS to support financially.</i></b></p>		MD	Feb 21  Feb 21
<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</p>	<p>Regular informal and planned formal assessments and Data drops .Pupil Progress meetings held regularly in Staff meeting time. Maths and English leads will direct on Formal Assessment and Data lead will analyse progress termly.</p>		NM AD MD	ongoing
<b>Total budgeted cost</b>				<b>£0</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children will have additional support focused on basic core skills. This will enable them to fill any gaps caused by not being in school.	<i>Teachers SR and AD will run small group sessions for a total of 7 hours each week.(154 hours in total)</i> <i>Children who have fallen slightly behind will access small group support for maths, reading and/or writing.</i>  £5082		MF	Feb 21
<u>Intervention programmes</u> An appropriate numeracy intervention for individuals, such as 1 plus 1 or The Power of 2, will support those identified children in reinforcing their understanding of basic maths skills and application of number. Children who need support for reading will access Dancing Bears 1-1 programme. Children who need support for spelling will access Precision Teaching.	<i>An intervention is identified and purchased. Staff to be trained and be able to deliver the intervention confidently.</i> <i>Entry and exit points to be assessed with regular feedback on current levels.</i>  £150		DM NM AD	Termly
<u>Nurture Groups</u> Identified children will be able to access a weekly catch-up Nurture Club. Having time to talk and participate in well-being activities will also improve the attainment of those identified children and the negative effect of lockdown will become less. Parents to be informed about Nurture Group and will have the identification process explained.	<i>SEMH activities led by teachers and TAs will include;</i> <ul style="list-style-type: none"> <li>• <i>Time to talk</i></li> <li>• <i>games</i></li> <li>• <i>puzzles</i></li> <li>• <i>mindfulness</i></li> <li>• <i>crafty sessions</i></li> <li>• <i>self-esteem work</i></li> <li>• <i>relaxation techniques</i></li> <li>• <i>Healthy refreshments.</i></li> </ul> £438		NM plus TAs	Ongoing
<b>Total budgeted cost</b>				<b>£5670</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	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.  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>Online learning resources will be maintained with purchases, such as TT rockstars and Mathletics to support children at home. Likewise, Spelling Shed will be purchased so that children can practise spellings at home.</i>  <b>£400</b>		MF	Feb 21
	<i>2-day home-learning paper packs will be printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i>  <b>£100</b>			
<u>Access to technology</u> IT equipment to be loaned to pupils in the event of total Lockdown. We have been allocated only two Government funded devices which will be insufficient.  Teachers need laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers could then facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<i>MF has discussed with DSI to investigate the possibility of being able to receive older/redundant models from other UET schools.</i>  <i>Needs to be discussed as no teachers have been allocated their own laptop. We used to spend our Capital Funding on updating IT.</i>		MF DSI CEO CFO	Feb 21
				Feb 21
<u>Summer Support</u>				
<b>Total budgeted cost</b>				<b>£500</b>
		<b>Cost paid through Covid Catch-Up</b>		<b>£5520</b>
		<b>Cost paid through donations</b>		<b>tbc</b>
		<b>Cost paid through school budget</b>		<b>£650</b>