



## Catch-Up Premium Plan 2020-21

### Summary information

<b>School</b>	Greysbrooke Primary School	<b>Number of pupils</b>	204
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### 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 Reception 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.

### The Education Endowment Foundation (EEF) Recommendations

The Education Endowment Foundation (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	
<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Reasoning and problem solving skills appears to have suffered the most with children struggling to apply the process/method to tackle questions. 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 practicing of writing and handwriting skills. Grammar, Punctuation &amp; Spellings 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 as much have 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>Most children are less fluent in their reading and the gap between those children who read widely and those children who don't is now increasingly wide. Children accessed reading during lockdown as this was something that parents felt most confident with and required less teacher input. Some children are less fluent in their reading and the gap between those children who read widely and those children who don't is noticeable. Inference and explanation of a text are the key areas where children require further support in order to make more progress. The children who have been identified at being most affected are the children who historically don't fully engage with weekly homework tasks.</p>
<b>Non-core</b>	<p>There are 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.</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 quality first teaching</u></p> <p>Whole school cognitive science informed approach to T&amp;L across the school (retrieval practice)</p>	<p><i>Staff training on Cognitive Science and retrieval and then monitoring of practice within core subjects</i></p> <p style="text-align: right;"><b>£300</b></p>	<p>Staff confidently build retrieval practice into their daily teaching</p> <p>Misconceptions addressed quickly and used as teaching points</p> <p>Planning is adapted in relation to children's gaps and learning successes</p>	<p>EB / RS/ MH</p>	<p>July'21</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><i>Purchase and implement Rising Stars Standardised Assessments. Complete termly tests and record assessments to identify gaps and to track performance</i></p> <p style="text-align: right;"><b>£1,100</b></p> <p><i>Research electronic assessment packages and implement across school to further assist with completing ongoing assessment of pupils</i></p> <p style="text-align: right;"><b>£TBC</b></p>	<p>Staff confidently identified gaps and adapt teaching accordingly</p> <p>Interventions put in place addressed pupils' gaps in knowledge / learning</p> <p>BROMCOM Assessment system to be implemented April 2022 - ATLP conversion</p>	<p>RS</p> <p>RS/EB</p>	<p>Jan 21, July'21</p> <p>July 21</p>
<b>Total budgeted cost</b>				<b>£ 1,400</b>



ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><u>1-to-1 and small group tuition</u> Identified children in KS1 &amp; Y3 will make accelerated progress in phonics.</p>	<p><i>RWInc tutoring/interventions</i> <b>£3,000</b></p> <p><i>Termly Development Day with RWI consultant to monitor lessons/data/update</i> <b>£700 (per term)</b></p>	<p>Identified children all made progress in phonics / reading Staff confidence increased in teaching of RWI across school Y1 summer term 90% passed PSC (internal assessment) Y2: 83% off RWI programme by end of year</p>	<p>EB/RS</p> <p>EB/RS</p>	<p>July'21</p>
<p>Identified Y3 children will make accelerated progress in Reading, Writing or Maths</p> <p>Identified Y6 children will make accelerated progress in Reading, Writing or Maths</p>	<p><i>1-3 tutoring for 1 hour each week by a qualified teacher</i></p> <p><i>1-3 tutoring for 1.5 hours each week by a qualified teacher</i> <b>£1000.00 (NTP subsidised)</b></p>	<p>All children made accelerated progress in Reading and Maths and all identified children made progress in writing from their starting points. 50% of Y6 children who were working below, closed the gap and ended the year working at expected in identified areas.</p>	<p>MH/EB</p>	<p>July'21</p>
<b>Total budgeted cost</b>				<b>£6,630</b>



iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><u>Supporting parents and carers</u></p> <p>Communication and support is in place for parents</p>	<p><i>Purchase of online parents evening system</i>  <b>£125</b></p>	<p>Virtual Parents' consultations were successful and carried out twice in the year</p>	Office staff	Dec 20 March 21
	<p><i>Purchase of webcam and microphone for each classroom desktop to enable virtual links/meetings with parents</i>  <b>£225</b></p>	<p>During second school closure, Google Meet sessions were invaluable and part of our core remote learning offer - well received by all children and parents (aided pupil and parent mental health greatly)</p>	AW	Feb 21
	<p><i>Implementation of Google Classrooms - support/guide for staff/children/parents</i>  <i>Release time for ICT lead</i> <b>£180</b>  <i>CPD time for staff</i> <b>£735</b></p>	<p>Google Classrooms used efficiently and effectively by teachers, children and parents to enable remote learning / homework</p>	AW	July'21
		<p>Virtual stay and play sessions and meetings took place for new Reception 2021 children which has enabled an effective transition</p>		
			<b>Total budgeted cost</b>	<b>£1,265</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£9,295</b>