



Catch-Up Premium Plan
Grovelands Community Primary School

This is a 'live' document which will be updated and amended following the review of the strategies and approaches outlined.

Summary information

School	Grovelands Community Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£50,460	Number of Pupils	704 including nursery

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 year's 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
<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 curriculum expectations for the next academic year.</p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak#section-3-curriculum-behaviour-and-pastoral-support</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 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.</p> <p>https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ● Supporting great teaching ● Pupil assessment and feedback ● Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ● One to one and small group tuition ● Intervention programmes ● Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ● Supporting parent and carers ● Access to technology ● Summer support

Identified Impact of Lockdown	
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled learning sequence. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – some children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as maths, however they have lost essential</p>

	<p>practising of writing skills. GPS specific knowledge has suffered, leading to a lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected; however those who evidently didn't write 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> <p>Content - those who have engaged in remote learning provision should have received the same content and coverage of text types as would have been provided by normal school teaching. However, where children have not attended consistently, this will be haphazard.</p> <p>Spelling accuracy has been impacted as children are not as consistently applying phonics or spelling patterns to their writing.</p> <p>Handwriting/Letter formation has generally become poorer. Children are writing in felt tip, there is little attention to detail in regard to aspects such as mixed lettering and accurate sizing - many children are not writing on lined paper.</p> <p>A significant number of children need to refine their skills towards pencil control and letter formation. The children who have come in during lock down, including those who had previously struggled with fine motor skills, have made significant progress.</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, has widened. Their vocabulary knowledge has also been affected. Reading comprehension – retrieval and inference skills particularly – have been impacted at KS2.</p>
Phonics	<p>Letter sounds have continued to be taught through the phases of Letters and Sounds, using teacher recorded lessons or videos shared with parents/carers. Children have been provided with opportunities to learn new sounds and apply them to reading and writing activities. Feedback from learning show that the gaps are evident in those pupils who have not been able to commit to home learning and therefore not engaging in and practising phonetic skills each day. It is crucial that children are given an opportunity to read and apply their phonic skills to reading, which we ensure in school but have not been able to manage as well whilst children are at home.</p>
Non-Core	<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 skills when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum.</p> <p>Some subjects have been adapted to be delivered via remote learning and therefore not had the direct teaching of skills required or have not had the resources to support some non-core areas at home.</p> <p>Children have also missed out on the curriculum experiences e.g. trips, visitors and authentic outcomes to their topic learning e.g. themed days etc.</p>

Mental Health	Children have been affected by some having five months out of school and many having limited social interaction with their peers. Those children that were being supported with social skills and self-regulation before the Lockdown have been significantly impacted. These children already had limited self-esteem and lacked confidence and are now exhibiting a range of anxieties about returning to school because of the sustained period of uncertainty the pandemic has created.
Physical Health	Children have had significantly reduced opportunities to participate in physical activities and this has resulted in reduced stamina for many and noticeable weight gain for some.

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
Assessments will identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations.	Whole school assessment plan agreed to take place Term 4 when children return to establish baseline & identify gaps in learning to inform planning for catch-up learning in Reading, Writing, Phonics and Maths. Ongoing formative assessment in lessons and marking will continue to inform planning is targeting the gaps in learning to accelerate progress and identify pupils who will be targeted for additional teaching.		KS	End of Term 6
Assessment of pupils' wellbeing and learning needs will identify pupils with barriers to learning and poor readiness to learn to inform effective	Complete a Remote Learning and return to school wellbeing questionnaire for children to identify key areas of concern for children, so support can be targeted through e.g. Growth Mindset, School Values, Nurture, P/RSHE as appropriate.		KS	End of Term 6

support strategies.				
Assessment of the standards of physical health will identify children who need additional and focused support to improve their physical health.	PE assessment in lessons will evaluate the fitness and stamina of pupils and identify children who need additional daily activity and access to after school sports clubs.		NB/CS Grovelands Active	End of Term 6
Total Budgeted Cost				£6460

ii.Targeted Approaches				
Desired outcome	Chosen approach and anticipated cost	Impact (Once reviewed)	Staff lead	Review Date
To address gaps in learning – maths to accelerate progress to Age Related Expectations (ARE)	<p>Good quality teaching will identify gaps in knowledge and address these during well planned lessons which are taught in school and made available for home learning follow-up.</p> <p>Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p> <p>Use formative assessment to plan and deliver a programme of additional booster lessons for 1:1 and small groups in Maths to support targeted pupils to make sufficient progress to achieve ARE Y1-6</p>		JH and LA	<p>End of Term 5</p> <p>End of Term 6</p>

	<p>Additional teaching in Maths will take place outside of daily maths lessons</p> <table border="1" data-bbox="409 300 972 563"> <thead> <tr> <th data-bbox="409 300 499 349">Year Group</th> <th data-bbox="499 300 653 349">Teacher/TA</th> <th data-bbox="653 300 972 349">Times</th> </tr> </thead> <tbody> <tr> <td data-bbox="409 349 499 446">5</td> <td data-bbox="499 349 653 446">Teacher - Maths</td> <td data-bbox="653 349 972 446">3 hours 20 mins (4 x 50 min sessions)</td> </tr> <tr> <td data-bbox="409 446 499 563">6</td> <td data-bbox="499 446 653 563">Teacher - Maths</td> <td data-bbox="653 446 972 563">3 hours (4 x 45 min sessions)</td> </tr> </tbody> </table>	Year Group	Teacher/TA	Times	5	Teacher - Maths	3 hours 20 mins (4 x 50 min sessions)	6	Teacher - Maths	3 hours (4 x 45 min sessions)			
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<p>To address gaps in reading and writing skills to accelerate progress to Age Related Expectations (ARE)</p>	<p>Good quality teaching will identify gaps in knowledge and address these during well planned lessons which are taught in school and made available for home learning follow-up.</p> <p>Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress. Comparative judgement completed in year teams used to inform planning. Next steps and KIP identified to support children in progressing.</p> <p>School priority on phonics and reading. Timetabling reflects the importance of reading and demonstrates that reading is the gateway for enabling children to access and benefit the whole curriculum.</p> <p>Use formative assessment to plan and deliver a programme of additional booster lessons for 1:1 and small groups in Reading, Writing and Phonics to support targeted pupils to make sufficient progress to achieve ARE Y1-6</p>		<p>DW & English Team</p>	<p>End of Term 5 End of Term 6</p>									

Year Group	Teacher/TA	Times
1	TA 1 x am Phonics/1:1 Reading TA 1 x am p/w	3 hours (9-12) across 3 classes per day (6 x 30 min per day)
2	TA 1x am Phonics/1:1 Reading TA 1 x am p/w	3 hours (9-12) across 3 classes per day (6 x 30 min per day)
3	2 x TA 1:1 Readers TA Phonics TA Handwriting TA Bug Club Reading	10 mins 5 x ams p/w 3 x pms p/w 1 x pm p/w 1 x pm p/w
4	TA - Reading Teacher - Writing	4 hours (20 minute slots) 6 hours 3 x pms p/w
5	TA 1:1 Reading Teacher - Writing	3.75 hours (15 minute slots) 3 hours 20 mins (4 x 50 min sessions)
6	Teacher - Reading Comprehension TA 1:1 Reading	3 hours (4 x 45 min sessions) 3.25 hours in 15 minute slots

Promote reading/phonics at home

Complete early writing skills and phonics baseline assessment when children return (focus on application of phonemes to build words, text structure and sentences).

Introduce KS1 Busy Box intervention fine and gross motor skills development for writing.

Deliver the Nuffield Early Language Intervention 20-week support programme to support children in Reception to overcome language difficulties through

	small group work with one-to-one sessions with a trained teaching assistant, targeting vocabulary, narrative skills, active listening and phonological awareness.			
To raise the standards of physical health to pre lockdown levels	<p>Grovelands Active Keep Fit Club – 2x lunchtimes</p> <p>Health and Food Programme Easter holiday 2021 8 days 30chn Summer holiday 2021 4 weeks 60 chn Christmas holiday 2021 1 week 60 chn</p> <p>KS1 additional daily 5 minute physical ‘break-out’ between learning sessions</p> <p>KS2 – daily 1km run</p> <p>Term 5 & 6 weekly remote learning physical activities/challenges to be completed at home – managed by P.E. Lead</p>		<p>NB/CS</p> <p>Grovelands Active</p>	<p>End of Term 5</p> <p>End of Term 6</p>
To support children’s well-being and mental health so they are able to fully access their learning	<p>Nurture Lead to provide planning for TAs to use to work with children in year groups</p> <p>Mentoring programme around anxiety for targeted/referred children (Boris and Worry Buster groups)</p> <p>Mentoring programme around general emotional wellbeing for targeted/referred children</p> <p>Nurture Group (from Term 5) for targeted children</p>		<p>MA supported by NS</p>	<p>End of Term 5</p> <p>End of Term 6</p>

	<p>Referrals to external agencies such as Mental Health Support Teams and CAMHS if required</p> <p>Drawing and talking therapeutic sessions</p> <p>Targeted support for parents & carers</p> <p>Assemblies</p>			
Total Budgeted Cost				£44 000

iii. Wider strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (Once reviewed)	Staff lead	Review Date
Parents/Carers will be more engaged in supporting children's learning at home	<p>Provide regular and supportive communications with parents about learning at home i.e. offer guidance about effective strategies for reading with children <i>(see <u>Communicating Effectively with Families: Guide for Schools: Supporting shared reading</u>)</i></p> <p>Provide additional learning opportunities to families over the summer holidays, with support and guidance i.e. a remote learning package to access on Google Classroom/Purple Mash and Bug Club.</p> <p>National Tutoring Programme could be used to access good quality tutors to deliver additional teaching to targeted pupils over the 6 week summer break, or to run a summer school for 10 mornings for the final two weeks of the summer</p>		<p>JG KS</p> <p>Supported by SLT</p>	End of Term 6

	<p>break– these approaches will be considered and costed before a final decision is made and planning put in place ahead of the summer holidays 2021.</p> <p>Ensure disadvantaged pupils have access to the technology necessary to facilitate online tuition or support- provide support and guidance on how to use technology effectively.</p>			
Total Budgeted Cost				Awaiting additional fund allocation from DFE

Cost paid through Covid Catch-Up	£49000
Cost paid through charitable donations	0
Cost paid through school budget	0
	£49000