



Catch-Up Funding Premium Plan Great Chart Primary School 2020-21



Summary information

School	Great Chart Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£33,600	Number of pupils	420

Guidance

Children 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 years 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.

(The school has allocated additional funds from the delegated budget/ Pupil Premium Grant to support Catch Up strategies and interventions)

Use of Funds	EEF Recommendations
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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](#).

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.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

We know that we have the professional knowledge and expertise to ensure that children recover and get back on track. Returning to normal educational routines as

The 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

quickly as possible will be critical to our recover and our school Recovery Plan is central to this:	Summer support
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Identified impact of lockdown

Maths	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 they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition/ subtraction facts, times tables and have forgotten once taught calculation strategies. This is reflected in formative assessments.
Speaking & Listening	The number of EYFS pupils entering school with speech and language concerns has increased. Pronunciation, sentence construction, understanding and the general ability to speak in sentences are the main areas of concern.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar, punctuation and spelling, plus handwriting 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.
Reading	Some 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 increasingly wide.
Non-core	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. Physical fitness of the children has also suffered. Pupils have also needed more support pastorally as they have had to reform friendship groups and become part of the school community once more.

Catch Up Funding Premium Priorities

Priorities	<ol style="list-style-type: none"> 1. Through formative assessments identify gaps in learning which will be addressed through quality first teaching. 2. Identified pupils will receive targeted support to 'keep up' and 'catch up'. 3. Develop remote education so that it is integrated into school curriculum planning to ensure all pupils have equal access. <i>(Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of local or national restrictions.)</i>
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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 teaching:</u></p> <p>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>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</p> <p><i>(Cost already allocated in the existing budget)</i></p>	<p>Teachers have received additional time to identify gaps in learning and to plan accordingly.</p>	<p>Subject Leaders</p>	<p>March 21</p>
<p><u>Supporting 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>Staff CPD led by HT on the forms of formative assessments. Use existing assessments (Headstart and Rising Star assessments)</p> <p>Phonics tracker to be used by EYFS and KS1</p> <p><i>(Cost already allocated in the existing budget-through Pupil Premium funding)</i></p>	<p>Formative Assessment has been given priority across the school. Pupils' needs and gaps have been identified quickly and support has been put in place.</p>	<p>HT</p> <p>KS1 English Leader</p>	<p>Dec 21</p>
Total budgeted cost (catch up funding)				£0

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></p> <p>Identified children will have significantly increased rates of reading fluency. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p>Additional opportunities for pupils to read daily 1:1 or as a small group- TAs and midday supervisors</p> <p><i>(Cost already allocated in the existing budget)</i></p>	<p>This has had a considerable impact on pupils who are not given the opportunity to read at home</p>	<p>KS1 English Leader</p>	<p>March 21</p>

<p><u>Intervention programme</u></p> <p>An appropriate numeracy intervention, such as Y2 Maths Reasoning, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p> <p>An appropriate Speech and Language intervention, such as NELI to support pupils spoken language</p> <p>Appropriate support for pupils affected by the reduced NHS SALT service</p>	<p><i>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></p> <p><i>(KCC EEF Project- funded)</i></p> <p><i>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently</i></p> <p>£925</p> <p><i>Support continues for identified pupils via support from HLTA</i></p> <p><i>(Cost already allocated in the existing, plus PP budget)</i></p>	<p>To start in September 2021</p>	<p>Math Leader</p> <p>KS1 English Leader</p> <p>Inclusion Team</p>	<p>March 21</p>
<p><u>Extended school time</u></p> <p>Identified children are able to access a weekly catch-up sessions with KS2 teachers and TAs. The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.</p>	<p><i>Pupils will be identified for Maths and English extra tuition sessions . The cost of a teacher and TA per club (x3 a week) and snacks for the children is made available.</i></p> <p><i>(Cost already allocated in the existing budget- through Pupil Premium funding)</i></p>	<p>Focused maths and English sessions in each year group took place throughout the year. Formative assessments took place to identify gaps in learning which became the focus areas for each session. Very well attended.</p>	<p>English and maths leaders</p>	<p>Ongoing</p>
<p><u>Additional Class Support</u></p> <p>Year groups identified via assessments to access additional support from a class teacher for maths and english. The attainment of the pupils in those year groups improves and the effect of lockdown is becoming negated.</p>	<p><i>The splitting of 3 year groups 3 ways to provide focused and targeted teaching for english and maths.</i></p> <ul style="list-style-type: none"> ● <i>Y6- Sept- Nov</i> ● <i>Y5- Nov-</i> ● <i>Y4- Nov-</i> <p>Total £44,000 <i>(£24,000 coming out of the school's delegated budget. Some cost already allocated in the existing budget for other year group splits)</i></p>	<p>Much closer focused support for maths and English with regards to verbal feedback in class so that pupils can make immediate improvements.</p>	<p>English and maths leaders</p>	

<p><u>Additional Class Support</u></p> <p>Year groups identified via assessments to access additional support from a teaching assistant. The attainment of the pupils in those year groups improves and the effect of lockdown is becoming negated.</p>	<p>Additional TA employed for an identified Y1 and Y2 class to provide focused support.</p> <p>£13,600</p>	<p>Additional interventions and in class support has been possible</p>		
Total budgeted cost (catch up funding)				£34,525

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>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.</p>	<p>Additional online learning resources will be developed, such as Oak National Academy and BBC Bitesize. Likewise, pupils will be supported in using all existing online resources.</p>	<p>REmote Learning opportunities have been closely monitored and have been effective in engaging pupils. Results although slightly lower than previous years show good progress has been made</p>	<p>Blended Learning Leader</p>	<p>March 21</p> <p>Feb 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Great Chart Primary School have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>A recorded HT presentation was made for the Sept 21 starters. Parent Teacher consultations took place in September.</p> <p>A virtual tour of Great Chart Primary School is arranged and shared with all new-starters for 2021. A HT presentation has also been recorded. Both are available on the school's website.</p> <p><i>(Cost already allocated in the existing budget)</i></p>	<p>Parents have been directed to relevant website and links to access information about the school</p>	<p>HT</p>	<p>Feb 21</p>
<p><u>Parental Engagement</u></p>	<p>Communication with parents is extremely important. Parents are reminded of the ways to communicate with the school.</p>		<p>Office staff</p>	<p>Dec 21</p>

<p>Parents are kept informed about their child's progress and what they are learning</p>	<p>The school has ensured parents are kept informed :</p> <ul style="list-style-type: none"> • Year group letters • Curriculum overviews • Virtual Parent Teacher Consultations • Google classroom/ tapestry <p><i>(Cost already allocated in the existing budget)</i></p>			
<p><u>Access to technology</u></p> <p>For those pupils self isolating and finding it difficult to access technology, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities if working from home.</p> <p>Teachers to be provided with a chrome book that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>Provide additional chromebooks to substitute the possibility of the 8 being provided by the DfE.</p> <p><i>(Cost already allocated in the existing budget and donations from the Friends' Association plus PP premium)</i></p> <p>Purchase additional chromebooks for teachers</p> <p><i>(Priority for 2021-22 budget)</i></p>	<p>Additional chromebooks for pupils who were able to access online learning effectively</p>	<p>IT team</p> <p>IT team</p>	<p>March 21</p> <p>July 21</p>
Total budgeted cost (catch up funding)				£0
			Cost paid through Covid Catch-Up	
			Total	£34,525