

Catch-Up Premium Plan for Gilbert Scott Primary School

This report is in two parts currently.

1. Catch-up 2020-21

2. Catch-up 2021-22, Recovery Premium Funding 2021-22 and School Led Tuition Grant

This is a working document and will be updated and included at each governors meeting (half termly)

Summary information					
School	Gilbert Scott Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£15,000	Number of pupils	176

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 curriculum expectations for the next academic year.</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</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 ➤ Improved curriculum opportunities <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes

<p>should use this document to help them direct their additional funding in the most effective way.</p>	<ul style="list-style-type: none"> ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers
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Identified impact of lockdown

<p>Maths</p>	<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 they are quite simply, 'behind'. 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>
<p>Oracy</p>	<p>A significant group of children have certainly missed discussion, talking in complete sentences and new vocabulary. This has tended to be those children who have also gone backwards in reading and writing as well.</p>
<p>Writing</p>	<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 did not 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. This is especially the case in year 3, where almost 50% of the class have been identified.</p>
<p>Reading</p>	<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 increased. The bottom 20% of readers have been disproportionately affected. Phonics and early reading in year 1 has suffered due to missed learning. Access for books at their reading level has been challenging for many children especially in key stage 2.</p>
<p>Non-core</p>	<p>There are now significant gaps in knowledge – 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. This is especially the case in science. Children have also missed the curriculum experiences e.g. trips, visitors, and powerful curriculum moments as well as the discussion that is had through such experiences.</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 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. Encourage a greater use of oracy through practical learning.</p> <p>Access to high quality texts at an appropriate reading level for KS2 pupils to encourage greater stamina and a real love of reading.</p> <p>Highly effective phonic sessions have impact with the systematic teaching of early reading and phonics.</p>	<p><i>Purchase of Empiribox Science scheme for KS2. Staff have a morning CPD each term going through the planning, knowledge, skills and vocabulary required that term. All resources provided for a practical experiment every week as well as assessments, videos and home learning.</i></p> <p style="text-align: right;"><i>(£2700 - cost of one year)</i></p> <p><i>Purchase Accelerated Reader. All books in KS2 libraries are levelled enabling school to track and monitor books that go home. Children have online quizzes to do after reading each book. System then tells the class teacher which level of book is appropriate.</i></p> <p style="text-align: right;"><i>(£5519 - total cost for three years)</i> <i>(Up to £2500 from curriculum budget for extra texts identified)</i></p> <p><i>EYFS (including the nursery) have the phonics resources necessary in order to carry out an effective programme of work. (£500)</i></p>	<p>Have had this for one term. Science lead presented at governors meeting (16/03). Staff feedback:</p> <ul style="list-style-type: none"> • amazing, everything I need is there for me'. • Children are experiencing practical science every week with high quality resources. • Clear evidence in books • Staff have a half day training session every term to go through what they will be covering. <p>Pupil feedback:</p> <ul style="list-style-type: none"> • 'Science used to be just writing, now it's doing experiments, having fun and still doing writing' • Children now excited when they have Science <p>Took longer to set up than anticipated and could not be introduced until after the 2nd lockdown.</p> <ul style="list-style-type: none"> • Launched through assemblies. • Pupils already reading more. <p>Only have had three weeks and the Easter break, therefore too early for any other impact.</p> <p>Extra resources bought and supporting catch up within an already effective programme.</p>	<p>NS</p> <p>DB</p> <p>SD</p>	<p>Apr 21</p> <p>June 21</p>
<p><u>Teaching assessment and feedback</u></p>		<ul style="list-style-type: none"> • Being used to assess gaps in learning. 		

<p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning as well as next steps.</p>	<p><i>Purchase and implement SAT's Companion for years 5 and 6. Complete papers online, question bank, videos – children work online, instant marking, gaps identified, full reporting and data. Can be used in school and at home.</i></p> <p style="text-align: right;"><i>(£1100 - cost of two years)</i></p>	<ul style="list-style-type: none"> • Supports teachers in identifying the gaps, informing their future planning. • Children able to work at their own level. <p>Too early to show real impact but very positive feedback from staff and pupils.</p>	<p>NB & NS</p>	<p>July 21</p>
Total budgeted cost				£ 9819

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group intervention</u></p> <p>Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding.</p>	<p><i>Three members of support staff trained in RWI Fresh Start. Hour each day with a small identified group of years 4/5/6 involving reading and writing with assessments.</i></p> <p>'The EEF reported that Fresh Start shows 'considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school.'</p> <p style="text-align: right;"><i>(£320 - 3 for the price of 2)</i></p> <p><i>Resources – Full starter pack of resources needed to carry out the programme successfully.</i> <i>(£1205)</i></p> <p><u>We have contacted 'Third Space Learning' to discuss the possibility of 1-1 mathematics tuition. We are awaiting a response.</u></p>	<p>Still awaiting course to become available.</p> <p>Resources to be ordered once training completed.</p>	<p>SD</p>	<p>Apr 21</p>
<p><u>Extended school time</u></p> <p>Identified children are able to access a weekly Homework /catch up club (1 hour per week). The attainment of those</p>	<p><i>Targeted pupils invited to a homework club - (January-March) - focus of interventions on reading</i></p>	<p>Due to Covid, we have so far been unable to do this. Will be looking at</p>		<p>Ongoing</p>

identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.	as well as completing homework (Lower KS2) (£500)	Spring data to see if this is still an effective use of the money.		
			Total budgeted cost	£2005

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Parents of children in Reception and year 1 to have online training in how to support their children's phonics learning	Parents of children in Reception and year 1 to have online training in how to support their children's phonics learning <i>RWI flash cards to go home for every child in reception and year 1 (Year 2/3 as necessary). Online video support to be provided on how to use the cards alongside the reading books.</i> (£300)	<ul style="list-style-type: none"> • Purchased and used at home. • Will be following up with parents to support evaluation and measure of impact. 	SD	Apr 21
<u>Mental Health and well-being</u> To be discussed in more detail (inclusion team)	Potential to spend up to £1500 - Mental Health First Aiders Mental Health First Aid course for staff members To be decided by 11th December 2020	<ul style="list-style-type: none"> • Have decided that we have the resources within school to meet this. 		
			Total budgeted cost	£300
			Cost paid through Covid Catch-Up	£13624
			Cost paid through school budget	£2500
				£16124

2021-22

Summary information					
School	Gilbert Scott Primary School				
Academic Year	2021-22	Total Catch-Up Premium remaining from previous year (CUP)	£5, 876	Number of pupils	157
	2021-22	Recovery Premium (RP) This money is calculated in the same way as pupil premium and equates to £145 per PP pupil. It can be used to: <ul style="list-style-type: none">➤ support the quality of teaching, such as staff professional development➤ provide targeted academic support, such as tutoring➤ deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support Like the pupil premium, schools can: <ul style="list-style-type: none">➤ spend the recovery premium on a wider cohort of pupils than those who attract the funding➤ direct recovery premium spending where they think the need is greatest	£12,899		89 (last year's PP numbers)
	2021-22	School led tutoring grant (TG) Funding is allocated for around 60% of pupils eligible for pupil premium per school. 75% of the cost is subsidised in academic year 2021/22. Schools and academy trusts will need to fund the	£10,417.50 + 25% top up from RP £13,021.88	Our top up will come from the Recovery Premium which will be £2, 604.38	45, including 4 SEND pupils.

		remaining 25% through other budgets, for example recovery premium or pupil premium			
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Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Cost (budget)	Review date?
<p>In mathematics to ensure that year 6 children can meet expected standards in arithmetic</p> <p>In mathematics to ensure that those children who are or could be working above the expected level at the end of year 6 are confident in answering reasoning questions.</p>	<ul style="list-style-type: none"> Through normal class mathematics lessons – supporting the class teachers in ensuring that this is effective through CPD, monitoring, 1-1 reviews. 15 out of 18 Year 6 children to have 25 hours of extra maths support (1 hour per week) in two small groups alongside 25 hours of Squash (1 hour per week). This through Squash Squared and will take place at David Lloyd Purley. Maths led by our staff and squash by a highly qualified coach. 		<p>ES</p> <p>PT</p>	<p>£800 for lead teacher Release - (CUP)</p> <p>£1,000 (CUP)</p> <p>£1,000 (PE and Sport Premium)</p>	<p>April 22</p> <p>May 22</p>
<p>Identify 41 children across years 1-6 who would benefit from 15 hours of 1-1 or small group tuition and 4 SEND children who would receive the same.</p> <p>All identified pupils to make the progress expected following 15 hours of well-planned and taught tuition</p>	<ul style="list-style-type: none"> Needs analysis carried out for all classes 45 pupils identified Advertise for two Teaching Assistants (10 hours each afternoon per week) to cover two experienced TA's to carry out tuition work daily Each child to get a minimum of 15 minutes, four times a week for a term TA's to complete the online training from the DFE (11 hours) TA's to be supported by AP's in carrying out the sessions as well as Trust school improvement team Parents to be informed Work to begin just before Christmas 		SLT	£13,021.88 (TG and RP)	April 22
<p><u>Extended school time</u></p> <p>Identified children are able to access a weekly Homework /catch up club (1 hour per week). 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. Those pupils who find it challenging to complete homework at home will also be allowed to attend</p>	<p><i>Targeted pupils alongside those who feel they would benefit from attending invited to a homework club - (December-March) - focus of interventions on reading as well as completing homework (KS2)</i></p>		NS		March 22

We are currently writing our Pupil Premium Strategy for this year and will then use that, alongside our needs analysis of pupils to further develop this plan.

One consideration is that we now have very limited capacity and by perhaps using some of the money for release time of one day per week to support teachers CPD either in class or out. This is not for curriculum but for developing teaching and learning.

If this started in January, it would equate to approximately 23 days at £200 per day - £4600 in total.