

# Catch-Up Premium Plan Castleway Primary School

## Summary information

<b>School</b>	Castleway Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£7840	<b>Number of pupils</b>	98

## 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 FS2 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.

## EEF Recommendations

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
- Summer support

Identified impact of lockdown	
<b>Maths</b>	Specific content has been missed, leading to gaps in learning. Recall of basic skills has suffered e.g recall of addition facts, times tables and once taught calculation strategies as reflected in assessments carried out.
<b>Writing</b>	Children haven't necessarily missed 'units' in the same way as in maths, however they have lost the essential practising of writing skills. Gaps knowledge has suffered, leading to lack of fluency in writing as has a regression in stamina for writing. Spelling has been impacted as well as reduced fine motor control and pencil grip strength.
<b>Reading</b>	A drop in children's comprehension skills and ability to engage with text has been noted along with a drop in vocabulary knowledge. KS1 teachers have noted a drop in phonic knowledge (also yr3) while KS2 teachers have found fluency, speed and stamina in reading has decreased.
<b>Non-core</b>	Whole units of work have been missed 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.
<b>Social and Emotional</b>	On the whole pupils have returned positively to school. However, a regression in resilience and focus has been noted as well as impact from some loss of routines such as appropriate bed times. Some pupils have displayed mild anxiety which has been addressed in class.

**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 related whole-school strategies**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><b>High quality teaching for ALL...</b>  <b>Supporting great teaching:</b></p>	<p><u>Whole School</u></p> <ul style="list-style-type: none"> <li>• <b>Move from vertically grouped classes to individual year gps each with a TA</b></li> <li>• Use of White Rose catch up materials</li> <li>• Additional daily key skills sessions (e.g through Babcock, 'Times Table Rockstars' etc)</li> <li>• Learning Packs for isolating children</li> </ul> <p>Examples of additional input:</p> <p><u>Foundation Stage</u></p> <ul style="list-style-type: none"> <li>• Sign up to NELI (Speech &amp; Language intervention)</li> <li>• Baseline completed by end of September</li> <li>• Additional phonics each day</li> </ul> <p><u>Year1</u></p> <ul style="list-style-type: none"> <li>• Additional phonics and guided reading</li> <li>• Fine motor resources and activities. Daily fine motor alongside handwriting</li> </ul> <p><u>Year2</u></p> <ul style="list-style-type: none"> <li>• Additional phonics</li> <li>• Reading for comprehension gp</li> <li>• Guided reding sessions</li> <li>• Additional stamina for writing sessions</li> </ul> <p><u>Year3</u></p> <ul style="list-style-type: none"> <li>• Phonic gp x4 per week</li> <li>• Comprehension gps</li> <li>• IDL (literacy/ numeracy)</li> <li>• Working memory gp</li> <li>• Motor skills</li> <li>• Accelerated Reader (additional reading sessions)</li> </ul> <p><u>Year4</u></p> <ul style="list-style-type: none"> <li>• Phonics (1:1 sessions)</li> <li>• Additional guided reading, 'Accelerated Reader' &amp; 'Cracking Comprehension</li> <li>• Additional handwriting sessions</li> </ul>		PC/JP	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p>

	<p><u>Year5</u></p> <ul style="list-style-type: none"> <li>• Small gp guided reads</li> <li>• Daily spellings</li> <li>• Extra problem solving/reasoning activities</li> <li>• Comprehension activities</li> </ul> <p><u>Year6</u></p> <ul style="list-style-type: none"> <li>• Additional reading (e.g Accelerated Reader)</li> <li>• Comprehension skills</li> <li>• Daily 'Times Tables'</li> <li>• Regular 'timed tasks' to accelerate organisational skills</li> </ul>			
<p><b><u>Effective diagnostic assessment...</u></b> <b><u>Teaching assessment and feedback:</u></b></p>	<ul style="list-style-type: none"> <li>• Review new class target tracker data from Spring 2 in relation to starting points</li> <li>• Pupil Progress meetings re next steps and focus areas</li> <li>• Standardised testing to baseline and monitor progress</li> <li>• Use of marking policy to provide individual feedback to pupils</li> </ul>		PC	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p>
<p><b><u>Supporting remote learning...</u></b> <b><u>Ensuring equity of access for all:</u></b></p>	<ul style="list-style-type: none"> <li>• Google Classroom set up for pupils</li> <li>• Online programmes (e.g Accelerated Reader, Bug Club, Mathletics, TT Rockstars)</li> <li>• Paper Work Packs</li> <li>• Laptops for pupils who do not have access at home</li> </ul>		JP	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p>
<p><b><u>Focusing on professional development...</u></b> <b><u>Supporting great staff:</u></b></p>	<ul style="list-style-type: none"> <li>• Google Classroom training</li> <li>• Individual staff training needs established through Performance Management</li> <li>• Subject Leadership INSET for staff</li> <li>• Maths Hub professional development, mentoring and PDMs provided</li> <li>• Workshops/Mentoring provided by Consultative Headteachers</li> </ul>		PC/JP	<p>December 2020</p> <p>April 2021</p> <p>July 2021</p>
<p><b><u>Transition support...</u></b> <b><u>Welcoming new starters:</u></b></p>	<ul style="list-style-type: none"> <li>• Pupil needs assessed on individual basis prior to any transition</li> <li>• All new staff to be provided with induction</li> </ul>		PC/JP	<p>December 2020</p> <p>April 2021</p>

				July 2021
<b>Total budgeted cost (additional teaching)</b>				<b>£94,016</b>

ii. Targeted academic support				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>High quality 1-to-1 and small group tuition... Academic tutoring programme</u>	<ul style="list-style-type: none"> <li>Move from vertically grouped classes to individual year gps each with a TA (no class above 16 pupils)</li> </ul>		PC	December 2020 April 2021 July 2021
<u>Teaching Assistants and targeted support... Intervention programme</u>	<ul style="list-style-type: none"> <li>TA in every class</li> <li>Small gp intervention as required</li> </ul>		PC/JP	December 2020 April 2021 July 2021
<u>Extended school time... Before/After school focussed support clubs</u>	N/A at present. To be reviewed Jan'21		PC/JP	December 2020 April 2021 July 2021
<u>Planning for pupils with SEND... Intervention programme</u>	<ul style="list-style-type: none"> <li>Small group support for SEND pupils within each year group</li> <li>1:1 support as necessary</li> <li>SEND support plans</li> </ul>		PC/JP/CH	December 2020 April 2021 July 2021
<b>Total budgeted cost (additional TA support)</b>				<b>£66,300</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents/carers with pupils of different ages... effective communication with the wider community:</u>	<ul style="list-style-type: none"> <li>• Communication with parents via letters, email, website and social media</li> <li>• Home/School phonecalls (to replace face to face meetings re parents' evening)</li> <li>• Delivery of work packs as necessary</li> <li>• Delivery of food parcels</li> </ul>		PC/JP	December 2020 April 2021 July 2021
<u>Ensuring access to technology... Enabling all learners equal access to the provision:</u>	<ul style="list-style-type: none"> <li>• Online access audit</li> <li>• Government laptop scheme</li> </ul>		PC/JP	December 2020 April 2021 July 2021
<u>Supporting pupils' social, emotional and behavioural needs... Whole school recovery curriculum/SEL curriculum:</u>	<ul style="list-style-type: none"> <li>• Pupil support as necessary</li> <li>• Recovery curriculum to include mindfulness activities as appropriate</li> <li>• 'Thumbs Up' Programme (cost - £800)</li> </ul>		PC/JP	December 2020 April 2021 July 2021
<b>Total budgeted cost</b>				<b>£94,016 + £66,300 + £800 = £161,116</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£7840</b>
			<b>Cost paid through charitable donations</b>	<b>-</b>
			<b>Cost paid through school budget</b>	<b>£153,276</b>