**Catch-Up Premium Plan**

**Thingwall Primary School**

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| **Summary information** | | | | | |
| **School** | Thingwall Primary School | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £16,480 | **Number of pupils** | 207 in total |

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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 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** | **EEF Recommendations** |
| 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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).  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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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 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 |

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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 facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. |
| **Writing** | Children they have lost essential practising of writing skills. SPAG (Spelling, Punctuation and Grammar) 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 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. Those who have spent extended periods of time on computers have lacked continual practice of handwriting skills. |
| **Reading** | Children accessed reading during lockdown more than any other subject as there were many levelled books available through our on-line packages. This is something that was more accessible for families and required less adult 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 now widened. |
| **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 prior 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, thus lacking in a capacity to draw on their Curriculum Capital knowledge. |
| **Social and Emotional** | Every child and every family will have had a different experience of lockdown. For some, the experience may have been fruitful and sadly for some, the experience may have been difficult. Some may have experienced family illness, bereavement and associated difficulties. Some may have been adversely affected by ACEs and this may have affected individual emotionally and/or socially. |

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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) | | | | |
| 1. **Teaching and related whole-school strategies** | | | | |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| **High quality teaching for ALL…**  **Supporting great teaching and learning:**  The foundation subjects will be planned and delivered with increasing detail so that focussed learning and targeted questioning can fill gaps for all learners.  Additional release time will be built in for core subject leads to ensure that planning is both age related and focussed on closing the gaps as speedily and as efficiently as possible and teaching is tailored to closing gaps, offering personalised support wherever necessary.  Interventions for support are actioned quickly and pupils who need external support/ additional in-house support are quickly identified and processed along the correct channels. | **All foundation subject leads will be given an additional half day each to monitor work and scrutinise planning and progression.**  ***£100 per subject lead***  ***TOTAL - £1000***  **Core subject leads will be allocated a half day per three week cycle and a further half day per month to enable detailed monitoring to take place.**  ***3 core leads for ten months (Sept to June)***  ***£600 per TLR***  ***TOTAL - £1800***  **TLR with responsibility for SEND, Vulnerable pupils and Pupil Premium to be given an additional half day per week to allow for specific data scrutiny, case studies and pupil group work to ensure gaps are being closed as quickly and as efficiently as possible.**  ***TOTAL - £1800*** |  | DE and subject leads.  Core subject TLR leads and DE  JGo | Reviewed by mid January.  Sept 20 –July 21. Impact reviewed half termly.  Impact reviewed termly. Intend to front load additional time at start of year to have greater impact. |
| **Supporting remote learning…**  **Ensuring equity of access for all:**  Staff all understand how to access remote learning via Google Classroom and pupils are all trained up in school to access learning in this way. Plan B also established should Google Classrooms fail via the class pages on the school website. Plan C is paper based text books will be provided and sent home in advance of bubble closures (see Wider Strategies section). | **Additional time for Computing Lead to write the Remote Learning Policy and offer specific support/training to staff where it is necessary to offer more support than during staff meetings.**  ***3 half days release time in total - £300*** |  | RA | Term 1 then ongoing support when necessary |
| **Focusing on professional development…**  **Supporting great staff:**  Staff are trained to spot the negative impacts of the lockdown and are equipped with strategies to enable them to support children and families and protect their own mental health. | Staff are trained in ACES, promotion of good mental health and KCSIE updates by external specialists (Imelda Spencer and Sue Calveley) and on-line trainers High Speed Training  ***Imelda Spencer KCSIE and Level One refresher - £400***  ***Sue Calveley ACES and Positive Mental Health for staff and pupils - £400***  ***High Speed Training - £60 per member of staff - £1200***  ***TOTAL - £2000*** |  | DE/JGo | 2 days per week,  Term 1A |
| **Total budgeted cost = £6900** | | | | |

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| 1. **Targeted academic support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| **Teaching Assistants and targeted support…**  **Intervention programme**  An appropriate numeracy intervention supports those identified children in reinforcing their understanding of basic maths skills and application of number **within the working day.**  An appropriate literacy intervention supports those identified children in reinforcing their understanding of grammar, spelling, punctuation and handwriting **within the working day.** | ***Rising Stars On Track Maths is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently within the school day (inclusive of entry and exit data).***  ***(£650)***  ***Rising Stars On Track English is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently within the school day (inclusive of entry and exit data).***  ***(£700)*** |  | SLT to oversee | Identify start of Jan 21 ready to start end of Jan 21  Identify start of Jan 21 ready to start end of Jan 21 |
| **Extended school time…**  **Before/After school focussed support clubs**  Before School Maths/English –  Identified children are able to access a twice weekly catch-up club. The attainment of those identified children improves and effect of lockdown is negated. Parents are supportive of the club and understand the identification process. Up to eight children per club.  After School Maths/English –  Identified children are able to access a twice weekly catch-up club. The attainment of those identified children improves and effect of lockdown is negated. Parents are supportive of the club and understand the identification process. Up to eight children per club. | ***Selected pre-teach intervention is identified and purchased and TAs adequately trained to deliver.***  ***TOTAL - £1500 for March to July***  ***Selected pre-teach intervention is identified and purchased and staff adequately trained to deliver. Teachers paid tutor rate for 6 weeks’ worth of work i.e. a ½ term, equating to 12 hours in total.***  ***TOTAL - £1500 for March to July*** |  | Class teachers to liaise with identified TAs  Y1 – DS/KF  Y2 - LG  Y3 – JS  Y4 – HM  Y5 – LJ  Y6 - HD  Class teachers to liaise with identified staff  Y2 – JGo/DE  Y6 – CM/DE/RA | Identify start of March 21  ready to start end of March 21  Identify start of March 21 ready to start end of March 21 |
| **Planning for pupils with SEMH/SEND…**  **Intervention programme** | **Provision of a weekly Pastoral Programme with an external counsellor**  ***£400 per half term of support during Term 1B***  ***Total - £400***  ***£800 per half term of support for Terms 2A, 2B, 3A and 3B***  ***Total - £3200***  ***Overall Total for SEMH/SEND Intervention Programme -£3600*** |  | DE to liaise with Greasby Junior School and Joanna Walker and | Term 1B onwards |
| **Total budgeted cost = £7950** | | | | |

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| 1. **Wider Strategies** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| **Supporting parents/carers with pupils of different ages… effective communication with the wider community:**  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. Tailored programmes will enable speedy gap analysis and progress, bespoke to the individual.  Children have access to appropriate paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.  Children have access to appropriate stationery for home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning pencil case, ruler, 2 HB pencils, set of coloured pencils, rubber and sharpener and rough jotter) | ***Additional online learning resources (LBQ) will be purchased, to complement current programmes such as Bug Club, TTRS, Oxford Reading Owl &IDL to support children learning at home.***  ***Learning By Questions will be purchased so that children can consolidate learning in school and at home.***  ***… LBQ annual subscription for years 3-6…£270.00***  ***…32 tablets to assist with delivery of LBQ…£4450***  ***TOTAL -£4720***  ***CGP* books purchased to cater for those pupils who are sharing devices with siblings and/or parents and for those who do not have access to any devices.**  ***Y6 (inc of SATs bundles special offer) £25.25 x 30 = £757.50***  ***Y1-Y5 (special offer bundles) £11.00 x 32 = £352 per class x 5 classes =***  ***TOTAL - £1760.00***  ***Free donation from Sainsbury’s*** |  | RA to lead on-line purchase and then class teachers to allocate on a daily basis.  Admin to order, class teachers to distribute  Admin to order, class teachers to distribute  Admin to order, class teachers to distribute | At end of every term  At end of every term |
| **Ensuring access to technology…**  **Enabling all learners equal access to the provision:**  Children with no computer access at home (7 reported on Nov 20 survey) can access additional devices (short term loan from school via DfE allocation and other routes) so that they can access on-line provision and learn alongside their peers.  Teachers have school laptops that are equipped with webcams/microphones 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. | **11 computers allocated to the school by the DfE plus two additional devices for LAC, 13 devices in total.**  **50 additional pre-paid SIM Cards accessed using Vodaphone initiative for distribution.**  ***£0***  **9 additional cameras and microphones to enable teachers to be seen and heard during remote learning sessions**  ***£20 per device***  ***TOTAL - £200*** |  | RA to conduct survey Monkey survey. DE to identify children without device access.  Admin to order webcams/microphones.  IT Help Desk Section of LA to be accessed by staff as and when (SLA costs already factored in) |  |
| **Supporting pupils’ social, emotional and behavioural needs…**  **Whole school recovery curriculum/SEL curriculum:** | **Ealing Recovery Curriculum to be followed for the Autumn Term 1A (free to access) and work to be kept in individual pupil portfolios to enable access throughout the school year for specific projects/consolidation based on Relationships/Community/Resilience/**  **Metacognition/Space.**  ***TOTAL Curriculum available free on-line plus***  ***£100 for books*** |  | Admin and Teaching Staff |  |
| **Total budgeted cost = £2817.50** | | | | |
| **Cost paid through Covid Catch-Up and supplemented with School Budget** | | **£17667.50** |
| **Cost paid through charitable donations** | | **Approx £100 Sainsbury’s Donation** |
| **Total Overall Cost** | | **£18667.50** |