**Peel Park Primary School and Nursery**

**Catch-Up Premium Plan**

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| **Summary information** | | | | | |
| **School** |  | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £45,600 | **Number of pupils** | 637 (24.05.21) |

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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 in years Reception through to Y11.  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. | 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. Most Year Groups follow the Maths No Problem scheme of work and it has been easy to identify the areas of missed learning from each lockdown. Teachers have adapted their inputs to ensure that any missed learning from the previous year has been included before teaching new content. ‘Catch up’ interventions are taking place for some individuals who require additional support to reach age related.  Teaching has prioritised the key essentials of the maths curriculum in each year group and extra emphasis has been placed on knowing recall facts. |
| **Writing** | Children lost essential practising of writing skills throughout the lockdowns. Those who have maintained writing throughout the lockdowns are less affected. However, those who evidently didn’t write much have had to work exceptionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.  Handwriting was really affected during lockdown. Teachers have had a focus on this alongside the writing content. Model texts used by teachers include any necessary elements of Grammar and children are taught to include such elements in their own writing. |
| **Reading** | Use of online books and reading materials meant that there was a wealth of reading opportunities for children in lockdown. Information from Accelerated Reader shows that most children have fully embraced reading this academic year and the children have read more words than in any previous year. Teachers continue to plan daily guided reading to address any gaps and target children have been chosen for increased reading with adults.  ‘Catch up’ interventions are taking place for some individuals who require additional support to reach age related. |
| **Oracy** | Of most concern to us, following lockdown 1, was the children’s Oracy skills. These seem to have taken a backwards turn during lockdown. Teachers are addressing this through timetabled Oracy sessions and ensuring that we require whole sentence answers in class. |
| **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. Teachers are careful to plug essential skills gaps in subjects like Science. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. |

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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 whole-school strategies** | | | | |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting great teaching:  Purchase the Reach curriculum to assist teachers in delivering a challenging and stimulating curriculum in History, Geography and Science. English non-fiction writing improves through essay writing on the Reach Curriculum topics. | ***A challenging curriculum is planned and taught in year groups. Support materials available for the teachers and learning booklets for the children can be taken home in the event of bubble closures. Writing curriculum is also enhanced through non-fiction writing based on thee Reach Curriculum topics.***  ***(£600)*** |  | SLT | July 21 |
| Online learning platform  Children have access to online learning and feedback provided by teachers throughout any remote learning due to Covid 19. | ***Purchase Seesaw as an online learning platform. All children have access to learning when lessons in school are interrupted due to Covid 19.***  ***Staff are confident in using Online learning platform.***  ***(£2420)***  ***Parents have help from staff in using Seesaw and online learning tools. 3 members of staff have mobile phones for speaking directly with parents.***  ***(£360)*** |  | PV  SLT | Jan 2021  July 2021 |
| Webcams for Remote lessons  Equip each classroom with a webcam to enable remote lessons and remote meetings. | ***Learning continues remotely when Covid 19 impacts on in-school lessons.***  ***(£384)*** |  | SLT | July 21 |
| **Total budgeted cost** | | | | **£3764** |

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| 1. **Targeted approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| National Tutoring programme for 1-to-1 Reading tuition  Teachers are asked to nominate children who have fallen off their trajectory for age related reading or children who require intensive adult support for reading. 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. | ***Tuition Tutor appointed for reading. Each child has 30 x 30 min slots of 1to 1 reading. 30 pupils in total from Years 4/5/6.***  ***(£5515)*** |  | PV | May 21  July 21  Feb 21 |
| National Tutoring programme for 1-to-3 Maths Tuition  Teachers are asked to nominate children who have fallen off their trajectory for age related mathematics. Identified children will work in small groups of 3 with a maths tutor to improve their mathematical fluency. | ***Tuition Tutor for maths appointed. Each child receives 15 hours of maths Tuition in small groups of 3. 54 pupils in total from Years 3/4/5/6.***  ***(£3847.50)*** |  | PV | March 21  May 21  July 21 |
| **Total budgeted cost** | | | | **£9362.50** |

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| 1. **Wider Strategies** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Access to Technology  Whilst engaging in remote learning, children are supported by devices that enable them to access remote lessons.  Adults in school have access to devices to support remote learning.  Additional Chromebooks purchased to make total Chromebook up to 3 full class sets to support learning, predominantly in Year 6. | ***Purchase 39 Chromebook devices and licences for households without devices.***  ***(£7643.22)***  ***Purchase Chromebooks and licences for support staff to enable them to support remote learning.***  ***(£8231.16***  ***Purchase 9 additional Chromebooks and licences.***  ***(£1918.62)*** |  | PV | July 21 |
| Technical Infrastructure  Technical infrastructure needed to support new technologies (previously acquired for home learning during Covid) when back in school. Technologies support learning and teaching across school. | ***97 DfE iPads used in school to support learning in all subjects. Infrastructure needed to support use in school:***  ***MDM licences***  **(£1365)**  ***Charging Suitcases x 3***  **(£4350)**  ***APPs for iPad***  **(£1940)**  ***Protective iPad covers***  **(£3661.88)**  ***3 Chromebook charging trolleys***  **(£3150)** |  | SLT | July 21 |
|  |  | **Total Budgeted cost** | | **£32259.88** |
| **Total budgeted cost** | | | | **£45386.38** |
|  | | **Covid Catch-Up** | | **£45600** |
|  | | **Balance** | | **£213.62** |
|  | | **Cost paid through school budget** | | **Nil** |
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