



# Catch-Up Premium Plan

## Kelsall Primary & Nursery School

### Summary Information

**School – Kelsall Primary and Nursery School**

**Academic Year – 2020-2021**

**Total Catch-Up Premium - £16,800**

**Number of pupils - 210**

### 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 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.

### Use of funds

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

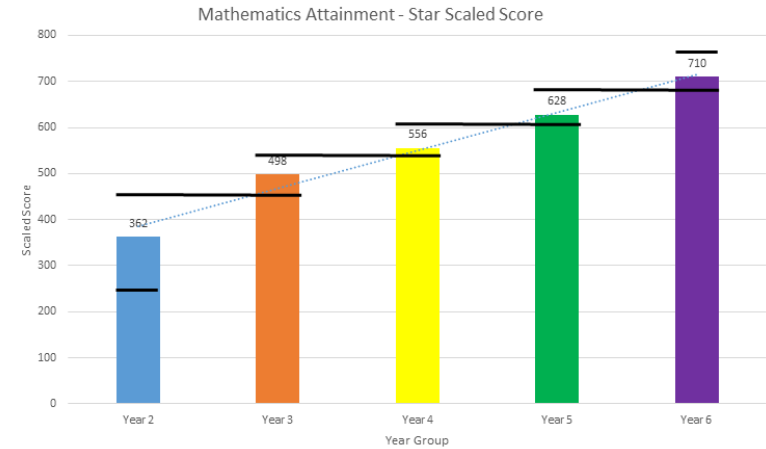
#### Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

## Identified Impact of Lockdown

### Maths

Baseline testing data shows children have returned with above entry level attainment in all Year groups as can be seen from the accompanying graphic. There are however gaps in children's learning and content coverage for each year group due to school closures in March 2020. In addition to this, there has been a notable decrease with mathematical confidence from many children, probably as a result of a lack of maths, specifically maths fluency, activities between March and September.

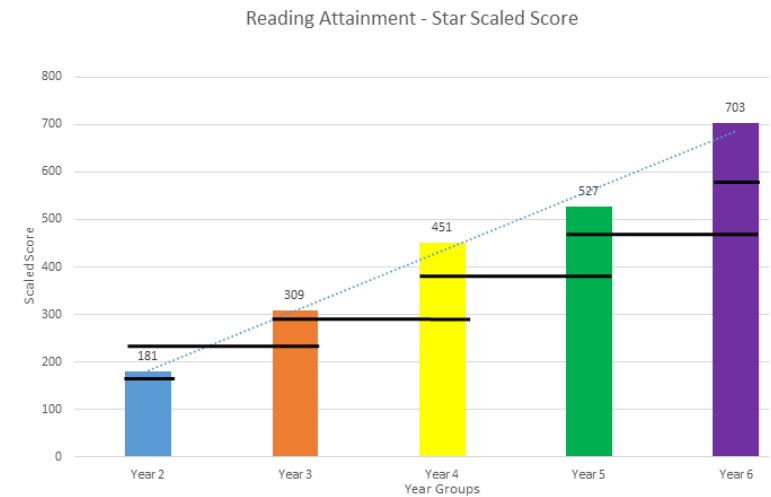


### Writing

Perhaps the largest impact upon writing due to lockdown was children's stamina for writing due to a lack of opportunities to write extended pieces. End of Autumn 1 baselining shows much higher percentages of children working significantly below end of year age related expectations compared to previous years. Spelling has been noted by teachers as a weakness, probably due to many spellings not being taught

### Reading

Despite the limitations of sending physical books home, through launching online reading programmes such as MyOn and Accelerated Reader, children were able to continue reading regularly. Reading is also one of the subjects that can be carried out more independently and without a teacher / adult. As such, our baseline reading scores show children are entering year groups at least one year ahead of where they are expected to be. It is important to note that the biggest impact in relation to reading will most likely be felt in EYFS and Year 1, where phonic gaps may have hampered progress for children learning to read and undertaking early reading.



### Non-core

The coverage of non-core subjects is the biggest impact of lockdown upon the remaining subjects across the curriculum. As year groups plan to cover different subjects at different times throughout the year, and with the whole of the Summer term effectively being cancelled for many year groups, there will be gaps in knowledge for many children who missed parts of the planned curriculum.

**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**

**Staff Leads** – Chloe Creek/David Wearing/Lois Cadwallader

Desired Outcome	Chosen approach and anticipated cost	Impact (once reviewed)
<p><b>Supporting great teaching:</b></p> <ul style="list-style-type: none"> <li>Teachers will be supported when teaching reading and writing on return to school and in the Autumn term.</li> <li>Teachers will be supported in Phonics teaching.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Pathways to Write catch-up programme – The Literacy Company</a></li> <li>Purchase of Read, Write Inc Phonics Scheme for KS1 and Nursery</li> </ul>	
<p><b>Teaching assessment and feedback</b></p> <ul style="list-style-type: none"> <li>Children will be baseline assessed upon entry to school in September within Reading and Maths.</li> <li>Children will be baseline assessed in writing after a full half term in school.</li> <li>Children requiring catch up support are identified.</li> <li>Children will receive wellbeing assessments early on and throughout term time to identify needs.</li> </ul>	<ul style="list-style-type: none"> <li>All children timetabled for STAR testing in Reading and Maths within first week of term.</li> <li>October moderation and full assessment of writing carried out for all year groups.</li> <li>Data collected identifies children most requiring academic support.</li> <li>Initial reopening timetable focuses on wellbeing and mental health of learners across school</li> </ul>	
	<b>Total Budgeted Cost</b>	<b>£1,800</b>

## 2. Targeted Approaches

**Staff Lead** - Chloe Creek/David Wearing/Laura Pope

<b>Desired Outcome</b>	<b>Chosen approach and anticipated cost</b>	<b>Impact (once reviewed)</b>
<p><b>One to one and small group tuition</b></p> <p>Children identified as requiring additional support will receive small group / one to one tuition to address specific gaps in their learning as required.</p>	<p><a href="#">Pathways to Progress – The Literacy Company</a></p>	
<p><b>Intervention Programmes</b></p> <p>Children identified as being significantly behind will catch up with their peers through intervention work carried out 1:1 or in small groups.</p>	<p>1:1 and group work intervention teacher for Spring term</p>	
	<p><b>Total Budgeted Cost</b></p>	<p><b>£9,500</b></p>

### 3. Wider Strategies

Staff Lead - Chloe Creek/David Wearing

Desired Outcome	Chosen approach and anticipated cost	Impact (once reviewed)
<p><b>Supporting parents and carers</b> Parents receive support regarding effective strategies for Reading, Writing &amp; Maths at home.</p> <p>Parents have a device per child at home to increase engagement with learning, supported by school.</p>	<p><a href="#">Pathways to Home Learning – The Literacy Company</a> £400 See-Saw Subscription -</p>	
<p><b>Access to technology</b></p> <p>Children and staff across school are able to technology to support teaching &amp; learning</p> <p>Children can access feedback and support from their teacher during periods of absence due to Covid.</p> <p>Multi child households can access additional support programmes simultaneously to facilitate learning in school.</p> <p>Children’s engagement and participation in learning increases both in and out of the classroom.</p>	<p><b>Purchase of additional laptops and webcams for classrooms to support remote learning</b></p>	
<p><b>Summer support</b></p> <p>Awaiting further guidance, evidence and clarification throughout the course of the year.</p>		
	<p><b>Total Budgeted Cost</b></p>	<p><b>£5,500</b></p>
	<p><b>Total cost through Covid – Catchup</b></p>	<p><b>£16,800</b></p>