

Covid Catch Up Premium Plan – Gorsewood Primary School

Summary Information

Academic Year:	2019/2020	Total Catch-Up Premium:	£14,880	Number of Pupils:	186
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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 11.

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.

<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 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.

<https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>

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

Wider strategies

- Supporting parent and carers
- Access to technology

Identified Impact of Lockdown	
Maths	Adapted Maths No Problem continued throughout lockdown. There are gaps in learning. The opportunity to practise and consolidate the 4 operations. Problem solving and journaling are areas identified.
Writing	This is the subject that lockdown has had the greatest negative impact on. It is an area that is more challenging to support remotely. Writing fluency and the stamina and motivation to extend and develop writing is being targeted. In addition handwriting, sentence structure and composition.
Reading	Reading was accessed more during lockdown than other subjects. Parents felt more comfortable supporting this area. However what is evident is the gap between those that reading regularly and widely and those that don't has increased. Early reading and phonics skills and particular blending sounds is an identified area needed support.
Non-Core	The practical skills element of these subjects will need to be a focus due to their difficulties of addressing remotely. Vocabulary across all subjects and knowledge gaps will also be targets.
SEMH	Children need support with social skills, communication and interaction, mental health and wellbeing and specific issues of anxiety and bereavement. Many have had none or little interaction with peers, they have not had a structured day, and eating habits have been poor. Lack of physical activity impact on fitness. Children are struggling to cope with the length of the school day. They lack motivation, stamina and are presenting as tired.

Identified Impact of Lockdown (The headings below are grouped into the categories outlined in the Education Endowment's coronavirus support guide for schools)				
Desired Outcome	Chosen Approach & Anticipated Cost	Impact (Once reviewed Spring 2 & Summer 2)	Staff Lead	Review Date
Supporting great teaching	Purchase of End Point Curriculum for foundation subjects. £200	Endpoint Curriculum purchased. Shared with staff. Subject leader ad staff meeting time summer term to prepare for implementation	SLT Subject Leaders	Feb 2021
	Release time for teachers to plan key learning using NCTEM/Literacy guidance and End Point Curriculum. Cover by AP. £700			July 2021
Teaching assessment and feedback	Continued membership of Liverpool Assessment Project in Halton based on Recovery Curriculum /New EYFS and need to teach		SLT	April 2021
	Intervention leads feedback to pupils and to class teacher informing next steps Teachers have a very clear understanding of the gaps in learning and use this to inform assessments of learning. £468		Class Teachers	April 2021
Transition support/supporting SEMH and wellbeing	<u>Early Transition</u> - Smooth transition back into school following periods of lockdown. Emphasis on supporting emotional, mental health and wellbeing. Encouraging social interaction. Reminders of expectations and Covid restrictions. Opportunities to support Year 6 moving to high school and EYFS moving into Reception.		SLT Whole Staff	April 2021
	<u>Whole School Theme</u> – Focus on SEMH with PSHE through creative arts. Additional time with drama and music specialist teachers and sports coaches. Children highlighted for ELSA/Pastoral team support. £700			July 2021

	<p><u>"Happy at School Project"</u> - Whole school coaching approach to build greater levels of self-awareness positivity resilience and growth mind-set</p> <p style="text-align: right;">£3000</p>			
One to one and small group tuition	<p>Identified children will close gaps in learning, make progress demonstrated by attainment scores.</p> <p>Additional teacher employed to work with Year 6 targeted group for Maths.</p> <p style="text-align: right;">£3400</p> <p>As part of NTP, BC to work with Y1, Y3, Y4 & Y5 identified pupils covering sentence structure and demarcation, phrases, clauses in writing, recognising RWI diagraphs, secure phonics blending, develop reading fluency, improve fine motor skills, place value, number recognition and 3 digit column addition and subtraction. Weekly review and update from tutor o class teacher</p> <p style="text-align: right;">£2000</p>		EJ/CWR/JG	July 2021
			Staff Lead EJ & CWR BC	July 2021
Intervention program	<p>Y2, Y3, Y4 and Y5 pupils identified due to lack of engagement and or not on track to achieve expected standard to work on identified areas.</p> <p>Additional teacher to lead intervention programmes for KS1/KS2.</p> <p style="text-align: right;">£9250</p>	Identified pupils worked with Intervention Lead providing consolidation and practise in core areas.	EJ/KG	Dec 2020
			Class Teachers	
Supporting parents/carers	<p>Children will have greater opportunities to access learning at home. Home learning opportunities will not always require parents to engage with the activities encouraging greater independence and recognising challenges parents might have with home learning.</p>	<p>Tracking monitored engagement, children not engaged picked up for intervention. Families supported to help their children.</p> <p>Devices loaned to families = 30</p> <p>Paper packs provided and advice from staff</p>	SLT	March 2021
			Class Teachers	

Access to technology	Interactive recorded lessons using Zoom and Paired Deck, TT Rockstars, Rock Kidz (wellbeing assemblies), webcams, headphones, microphones. Children will have access to paper packs of home learning if preferred. £218	Recorded lessons used for intervention. Resources and equipment used effectively after partial closure.		March 2021
Total Budget Cost				£19,936