

Catch-Up Premium Plan

Worthington Primary School, Sale

Summary information					
School	Worthington Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£26,240 (Autumn £6,560, Spring £9,840, Summer £9,840)	Number of eligible pupils	361

Guidance
<p>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.</p> <p>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.</p> <p>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.</p>

Use of Funds	EEF Recommendations
<p>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.</p> <p>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.</p> <p>Where we feel children's needs are best met by engaging with external tutors, we will pay the top up fee to access the subsidised national tutoring programme for disadvantaged pupils and others who are identified as needing "catch up" in their</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting quality first teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parents and carers ➤ Access to technology

learning. In the first instance, we will deploy our own staff to close the gaps of disadvantaged children's learning.

Overall Aims

The broad aims for "catch-up":

- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.
- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March 2020. This means that if a child was working at an age-related expectation/greater depth in a subject prior to March they are working at least to an age-related expectation/greater depth in that same subject by the end of 2021.
- Those Year 2 (2020/21) children who do not meet the expected standard in phonics will be supported to achieve the standard by the end of 2020/21 academic year.

"Catch up" will mean that:

- Teachers and Subject Leaders will work collaboratively to identify gaps in learning and adapt teaching accordingly. This 'Curriculum Audit' will be the starting point from which teaching will be adapted to ensure lost learning is emphasised in existing planned learning or revisited. **Working through well sequenced, purposeful learning schemes.**
- **Focus on a consolidation of basic skills.** The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition and subtraction fact recall, formal mathematics strategies and reading skills relevant to a child's age.
- **Particular focus on early reading and phonics.** This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.
- **Additional lesson time on core teaching.** Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly following extended periods of lockdown.

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
<p>High quality teaching for all</p> <p>Supporting quality first teaching</p> <p>Focusing on professional development</p>	<ul style="list-style-type: none"> We believe that the class teacher will have the greatest potential impact upon helping a child to “catch up”. Our aim is to focus on giving staff time to further develop their quality first teaching. This has meant that leaders have avoided where possible placing any additional burdens on staff i.e. shorter, less frequent staff development meetings. CPD in Maths, English and Science will be prioritised. 	<ul style="list-style-type: none"> Termly summative assessments. 	HT, DHT	Termly
<p>Effective diagnostic assessment</p> <p>Teaching assessment and feedback</p>	<ul style="list-style-type: none"> Curriculum Audit. Summative assessments where feasible to be undertaken. These are wholly dependent on the resumption of normal school protocols. Continuous teacher and teaching assistant assessment. Verbal feedback being the key for us to establish levels of understanding and therefore drive next steps using the PLAN-DO-REVIEW Cycle. 	<ul style="list-style-type: none"> Teacher assessment data for all children Whole School Provision Map updated for individual pupils Pupils’ books Returned work Zoom feedback sessions 	DHT, SENDCO	Termly
<p>Supporting remote learning</p> <p>Ensuring equity of access for all</p>	<ul style="list-style-type: none"> Remote Learning resources that can be accessed, both in and out of school, for all children. These include: Times Tables Rock Stars, Spelling Shed, Oxford Owl, White Rose Maths and Oak Academy. Remote learning platform for any children/ classes self-isolating (Edmodo) ensures feedback on learning for children isolating and accessing Remote Learning. 	<ul style="list-style-type: none"> Children supported effectively at home and school 	HT, DHT, all staff, Subject Leads	Termly
Total budgeted cost				£2000

2. Targeted academic support				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
High quality 1-to-1 and small group tuition	<p>Additional Interventions as a result of lost learning / transition opportunities:</p> <p>Children identified by class teacher/ HT/DHT for individual and small group interventions throughout the academic year.</p> <p>The employment of one additional teaching assistant to support the learning of those children identified as requiring the greatest assistance.</p> <p>Using teacher plans to develop intervention programmes in literacy and numeracy. This will be an on-going process to ensure that the right support is provided at the right time to the right children. This will need to be a fluid system as bubbles close and return, and national lockdown flows in and out.</p> <p>The investment in teaching staff (allowing for smaller groups for basic skills teaching) – two additional class teachers beginning 22/02/2021.</p>	<ul style="list-style-type: none"> Review of the children that will be part of this academic support based on continual assessments. 	HT/DHT SENCO/All staff	Termly
Teaching Assistants and targeted support Intervention programme	<ul style="list-style-type: none"> Phonics intervention – Children taught in phases within classes to avoid mixing bubbles by teachers and teaching assistants across Early Years and KS1. 	<ul style="list-style-type: none"> On- going Phase assessments and the Year 2 phonic check – November 2020 	KS1 Leader	On-going
Extended school time Before/After school focussed support clubs	<ul style="list-style-type: none"> Increased teaching time at Key Stage Two with the removal of 15 minutes lunchtime (all) and afternoon playtime (for Years 5 and 6) 	tbc	HT/DHT	tbc
Planning for pupils with SEND Intervention programme	<ul style="list-style-type: none"> SEND pupils have individual outcomes detailed in their IEPs. 	<ul style="list-style-type: none"> Evidence in updated SEND support plan and Whole School Provision Map. 	SENCO	Termly
Total budgeted cost				£97,974

3. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review
Supporting parents/carers with pupils of different ages Effective communication with the wider community	<ul style="list-style-type: none"> Regular Newsletters and other communication with parents/carers. Conduct a Remote Parents' Evening using School Cloud All staff email available to all parents to allow direct communication with all teachers. Identified families that would benefit from support over school holidays with additional food vouchers and any other support. 	<ul style="list-style-type: none"> Feedback from school community 	HT, SENCO	On-going
Ensuring access to technology Enabling all learners equal access to the provision	<ul style="list-style-type: none"> Apply for DFE funded IT resources Where resources not being used in school to deliver the computing curriculum, distribute IT resources to any families that request additional support i.e. if they are required to self-isolate. Priority would be given to vulnerable families and those with multiple children. Additional reading scheme purchased to include online reading library 		HT	On-going
Supporting pupils' social, emotional and behavioural needs Whole school recovery curriculum/SEL curriculum	<ul style="list-style-type: none"> Additional time spent on mental health, wellbeing and social skills development. This will be at the core of all catch up work. Additional 0.5 FTE teaching assistant employed by Easter 2021. Where individual cohorts show an impact from the COVID pandemic, additional wellbeing activities have been planned throughout the year. Curriculum Audit document. This document carefully outlines the gaps in the curriculum that have arisen. Content blended from the current and previous year alongside careful sequencing of lessons will support those pupils still in need of revisiting previous learning. 		All Staff	On-going
Total budgeted cost				£32,000
Cost paid through Covid Catch-Up		£26,240		
Cost paid through charitable donations		£0		
Cost paid through school budget		£105,734		