



## Covid 19 Catch-Up Premium Plan, November 2020

### Greatstone Primary School

Summary information					
School	Greatstone Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£23, 760	Number of pupils	297

#### Guidance information

- We recognise the significant impact disruption to children’s learning following as a result of the Coronavirus. Children and young people across the country have experienced unprecedented disruption to their education. Those from the most vulnerable and disadvantaged backgrounds will be amongst the 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.

**This plan should also be read in conjunction with the following:**

- Pupil Premium Strategy
- Remote Learning Contingency Plan
- Remote Learning Policy

Use of Funds	EEF Recommendations
In our plan, we have outlined our planned intention of how we will use the funding to ensure children catch up with their learning as a direct result of CV-19. This will be across a range of activities targeted to support those who need it most.	The EEF advises the following:  Teaching and whole school strategies <ul style="list-style-type: none"><li>• Supporting great teaching</li><li>• Pupil assessment and feedback</li><li>• Transition support</li></ul>



<p>Our spending of this premium is both in line with <a href="#">curriculum expectations for the next academic year</a> and <a href="https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium">https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium</a></p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> 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>Targeted approaches</p> <ul style="list-style-type: none"> <li>• One to one and small group tuition/interventions</li> <li>• Intervention programmes specifically for behaviour and relationships</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>• Supporting parent and carers</li> <li>• Access to technology</li> <li>• Good attendance</li> </ul>
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Identified impact of lockdown	
<b>Maths</b>	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.
<b>Writing</b>	Specific knowledge of Grammar, Punctuation and Spelling (GPS) has suffered, leading to lack of fluency in writing. Children who haven't continued to write have lost the physical stamina to write at length and struggle to recall the structure of writing. This has subsequently had a negative impact on their enjoyment of writing as fluency is much harder. Those who have maintained writing throughout lockdown are less affected.
<b>Reading</b>	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wider.
<b>Non-core</b>	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. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.



**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

**i. Teaching and whole-school strategies**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><b><u>Supporting great teaching:</u></b></p> <p>Remote learning will be planned for in preparation of children needing to self-isolate. Termly planning will be used to support the development of Foundation Subject where subjects were missed during lockdown. Children's knowledge and understanding of the world will be enhanced.</p> <p>Increase the physical space required for smaller study groups to be used for small groups work. This will require additional cleaning so the space can be used safely.</p>	<p>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</p> <p style="text-align: right;">£1000</p> <p>Purchase additional cleaning materials and PPE</p> <p style="text-align: right;">£500</p> <p style="text-align: right;">£1000+ £500 = £1500</p>		<p>AHT</p> <p>AHT</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><b><u>Teaching assessment and feedback</u></b></p> <p>Embedding Formative Assessment is a professional development programme which aims to improve pupil outcomes by embedding the use of formative assessment strategies across a school. Schools receive detailed resource packs to run monthly workshops, known as Teacher Learning Communities, and teachers conduct structured peer observations focusing on the use of formative assessment strategies.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment/</a></p>	<p style="text-align: right;">£2500</p> <p style="text-align: center;">plus matched funding from Local Authority to be part of the EEF Promising Projects on 'The effective use of formative assessment'</p>		<p>Assessment leaders</p>	<p>July 21</p>



<p><b><u>Nurture support</u></b></p> <p>Children who are challenged by the return to school and need additional nurture provision will be able to make positive relationships with other and feel safe and supported in school</p>	<p>Additional support for children who are identified as need play therapy support.</p> <p style="text-align: right;">£600</p> <p>Children have discrete time with a trained and experienced adult to nurture resources and a physical space that promotes calmness and promotes their well-being (Leuven scales)</p> <p style="text-align: right;">£2360</p>		SENCO	March 2021
<b>Total budgeted cost</b>				<b>£ 6960</b>

ii. Targeted approaches				
Planned intent	Implementation	Impact (once reviewed)	Staff lead	Review date?
<p><b><u>1-to-1 and small group tuition</u></b></p> <p>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.</p> <p>Children will improve their mental maths and fluency. They will be able to solve reasoning problems more confidently as they will have the mathematical skills to do so.</p>	<p>Purchasing reading books to support, in particular, for older children with a lower reading age to ensure there is a breadth of reading books and comprehension resources to improve the pace of reading.</p> <p style="text-align: right;">£2500</p> <p><b>Tutoring:</b> An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</p> <p style="text-align: right;">£4800 £2500+ £4800 = £7300</p>		Assessment leaders	<p>July 21</p> <p>July 21</p>
<b>Total budgeted cost</b>				<b>£7,300</b>



iii. Wider Strategies				
Planned intent	Implementation	Impact (once reviewed)	Staff lead	Review date
<p><b><u>Supporting parents and carers</u></b></p> <p>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 (particularly if they work from home).</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p>Additional online learning resources will be purchased, such as Spelling Shed and Deepening Understanding to support children learning at home.</p> <p style="text-align: right;">£1500</p> <p>Home-learning hard copies for children who cannot or do not have access to IT. Stationery packs are to be purchased and set aside for children who need them to take home when home-learning occurs.</p> <p style="text-align: right;">£500 (£1500 + £500 = £2000)</p>		<p>AHT</p> <p>SENCO/ AHT</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><b><u>Access to technology</u></b></p> <p>Teachers have laptops that are equipped with webcams 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.</p>	<p>Purchase 14 laptops This will enable the existing stock of laptops to be updated allocated to disadvantaged pupils.</p> <p style="text-align: right;">£7500</p>		AHT	Feb 21
<p><b><u>Good attendance</u></b></p> <p>Children need to be present in school in order to access Quality First Teaching. Staff leading attendance need to have up to date information and</p>	<p>Purchase whole school Studybugs app for parents to report absence with access to up to date NHS advice for CV-19 and mental health and well-being.</p>		AHT	Jan' 21



high -quality training and access to excellent resources to support families and teachers.  Children to feel motivated to be in school and have their attendance recognised as such.	£1350  Training for staff on attendance and return to school well-being  £500  Purchase of attendance certificates and reward system  £500  (£1350 + £500 + £500= £2350)			
<b>Total budgeted cost</b>				<b>£9,500</b>
				<b>Cost paid through Covid Catch-Up</b> <b>£23,760</b>