

Catch-Up Premium Plan 2020-2021

Heswall Primary School

Summary information

School	Heswall Primary School				
Academic Year	2020-21	Total Catch-Up Premium	17,280	Number of pupils	216 X £80

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](#).

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.

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

Reading	Current Year Groups Brackets indicate children working at greater depth			<p>Children have accessed reading more than any other subject. The more able readers have significantly dropped in Y4,Y5 & Y6. There has been a significant decrease in children working at the expected level from Easter 2020 to the September baseline. It is important to note that the Easter 2020 marks were not end of year results and should not be used as end outcomes but shows the children who were on target at that point in time. The September baseline has been created using an end of assessment.</p>
	Classes	Children at EXP or greater at Easter 2020	Children at EXP or greater in Sept 2020	
	F2			
	Y1	63% (25%)	50% (17%)	
	Y2	89% (18%)	69% (24%)	
	Y3	89% (39%)	90% (36%)	
	Y4	79% (27%)	74% (9%)	
	Y5	78% (28%)	70% (18%)	
	Y6	62% (43%)	53% (3%)	
Writing	Current Year Groups Brackets indicate children working at greater depth			<p>Standards of writing are showing a significant drop in the number of children working at the expected standard. Children missed a significant term in the sense that our children tend to make the most progress in the summer term. Not all children kept up with the work as it was set on Google Classroom and those working at home were producing work of a lower quality than we would expect of them in class. All classes have faced a significant drop in the number of children working at the expected level.</p>
	Classes	Children at EXP or greater at Easter 2020	Children at EXP or greater in Sept 2020	
	F2			
	Y1	62% (8%)	50% (17%)	
	Y2	84% (13%)	41% (10%)	
	Y3	78% (18%)	50% (0%)	
	Y4	76% (9%)	47% (0%)	
	Y5	63% (19%)	39% (3%)	
	Y6	75% (29%)	30% (10%)	
Maths	Current Year Groups Brackets indicate children working at greater depth			<p>Assessments have shown a significant drop off in Maths across all year groups. Classes in Y4, Y5 & Y6 are of a significant concern and children previously working at greater depth has reduced significantly. As well summative assessment, all teachers have completed a diagnostic on their baseline assessments to work out the gaps. Teachers will use this to plan going forwards.</p>
	Classes	Children at EXP or greater at Easter 2020	Children at EXP or greater in Sept 2020	
	F2			
	Y1	70% (22%)	54% (7%)	
	Y2	92% (16%)	55% (7%)	
	Y3	89% (39%)	61% (0%)	
	Y4	76% (15%)	35% (0%)	
	Y5	72% (28%)	33% (0%)	
	Y6	75% (29%)	30% (10%)	

Planned Expenditure

i. Targeted approaches

Target	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
To identify all gaps in learning and plan to close the gaps accordingly.	<ul style="list-style-type: none"> a. Assess pupils and analyse gaps. b. Teachers to keep old books for all children until aware of all gaps. c. Gaps will be highlighted in connections section for Medium term topic planning. 		JL, All Teachers	March 21
<p>F2: Due to the F2 children missing a significant period of their F1 year, investing in getting them school ready is a priority.</p> <ul style="list-style-type: none"> a. To target language development and delay in F2. 	<ul style="list-style-type: none"> a. TA to deliver Talk Boost Sessions X3 each week £1069.64 b. NELI £1000 		SG, LR, GE	March 21
<p>Y1: Due to the Y1 children missing a significant period of their F2 year, investing in this class to get them National Curriculum is a priority.</p> <ul style="list-style-type: none"> a. Enhanced transition from EYFS teaching set up to National Curriculum. b. Increase focus on SEND children with everyday PCP tasks e.g. probes etc. 	<ul style="list-style-type: none"> a. Redesign curriculum approach to ensure firm grounding before focussing on NC. (additional planning time) b. Intensive TA Support for bottom 20% of class. £3476.35 		LR, FL, GE	March 21
<p>Y2:</p> <ul style="list-style-type: none"> a. Provide social and emotional support for returning children. b. Focus on phonics as per Y2 testing requirements due to missed assessments in Y1. 	<ul style="list-style-type: none"> c. Class teacher and Teaching assistant to move up with class. d. Nessy and IDL (TBC) 		SS, NM	March 21
<p>Y3:</p> <ul style="list-style-type: none"> a. Ensure catch up of lowest 20% by focussing on PCP work. b. Additional reading support. c. Additional 1-2-1 support for focussed learning. 	One hour each morning working on bottom 20% of children on PCP work including computer software including IDL. (£1000)		LM, FN, SB, DB	March 21

Y4: a. Ensure catch up of lowest 20% by focussing on PCP work. b. Additional reading support. c. Catch up groups.	a. One hour each morning working on bottom 20% of children on PCP work including computer software including IDL. (£1000) b. Extra teacher on Thursday pm to teach art. (£2600) c. 2 Additional afternoons TA support. (1977.36)		AD, CP,SB	March 21
Y5: a. Ensure catch up of lowest 20% b. Provide social and emotional support for children. c. Additional focus on children with Special Educational Needs.	2 teachers and 2 3 TAs already in class. a. Use of Nesy/IDL. b. Additional afternoons of catch up with TA/Teacher (£1000)		NB, HJ, HM	March 21
Y6: a. Ensure catch up of lowest 20% b. Provide social and emotional support for children. c. Additional focus on children with Special Educational Needs.	HLTA and additional TA in class each morning. a. Use of Nesy/IDL. b. Additional afternoons of catch up with TA/Teacher (TBC)		JC, YC, JW	March 21
Total budgeted cost				17,280

ii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> a. 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	<i>a. Additional online learning resources have been purchased, such as Nesy to support children reading at home. £1000</i> <i>b. Create initial packs of stationery that can be requested by parents. (£500)</i>			Feb 21

likelihood that parents can sustain home-learning.				Feb 21
b. 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.				
Additional Catch up lessons for individuals and small groups & possibility of setting up multi-sensory learning group for specific children.	<i>a. Additional Lessons.</i> <i>b. Multi Sensory learning</i> £5256.65			
Total budgeted cost				
Cost paid through Covid Catch-Up				£17280.00
Cost paid through charitable donations				£0
Cost paid through school budget				TBC
Total cost of additional Covid Catch-Up Support				