

# COVID Catch-Up Premium Plan 2020-21



Summary information					
School	Ivy Bank Primary School				
CATCH Up Lead :	Mrs Sarah Gill (headteacher)				
Academic Year	2020-21	Total Catch-Up Premium	£32,640	Number of pupils	453 (inc nursery)
Date of Plan Agreed:	Oct 2020	Approved by:	FGB	Review date:	FGB March 21

**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	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 <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</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>The EEF advises the following:</p> <p><u>Teaching and whole school strategies</u></p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p><u>Targeted approaches</u></p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p><u>Wider strategies</u></p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> </ul>

➤ Summer support

### Summary of approach taken by Ivy Bank to develop this strategy

During lockdown, we rag rated each child for their engagement in home learning and identified pupils who would be returning to school in September, who could be a concern. We cross referenced this against our pupil premium records and SEND to match staffing and financial resource to these pupils. Then as the children returned to school following the lockdown, we focused on wellbeing for the first couple of week and then completed an assessment week during week 4 using the NFER assessments that would have been completed the Summer of the child's previous year group. Analysis of these assessments in reading, writing and maths have driven our approach given these are skills for life. We have also implemented a two-week timetable to ensure we continue to deliver a broad and balance curriculum so children's wellbeing and engagement with school and learning flourishes. Intervention has been carefully selected, using evidence based approaches noted in the EEF guidance, to target identified individuals and groups of children that will benefit to close any gaps in their attainment.

### Identified impact of lockdown

#### Maths

Assessment using daily teacher assessment and the NFER Summer 2020 tests shows:

	Below ARE	At ARE	Above ARE
Maths	82% (281 Pupils)	15% (52 Pupils)	0%

Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys where the gaps and errors often came towards the end of the test papers.

Children still have an appetite for maths and lockdown has not affected their attitudes.

As expected, the topics usually taught in the summer term were the areas the children found tricky, so fractions, decimals, percentages, time, shape and data.

Generally, there is a good understanding of Place Value and the calculation methods but it is the application that is still causing some problems.

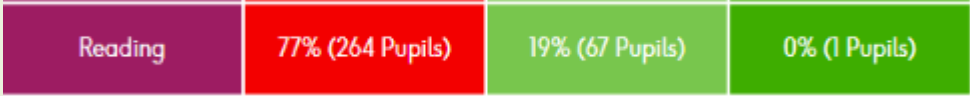
#### Writing

Assessment using daily teacher assessment and the SPAG NFER Summer 2020 test shows:

	Below ARE	At ARE	Above ARE
Writing	85% (294 Pupils)	11% (39 Pupils)	0%

Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills.

SPAG specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write often, are working hard on writing stamina.

<p><b>Reading</b></p>	<p>Assessment using daily teacher assessment and the NFER Summer 2020 tests shows:</p>  <p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families through use of our established online Bug Club reading system. However, children are less fluent in their reading and the gap between those children that read widely and those children who do not is now increasingly wide.</p>
<p><b>Non-core</b></p>	<p>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. It is evident that science units of work will need previous learning recapped to build on knowledge – knowledge organisers will support this. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>

**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><u>Supporting great teaching:</u> The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Due to the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports progress and achievement</p> <p>Boys of lower ability are re-engaged with reading</p>	<p>Additional time for teachers on INSET day (1/9/20) to research and plan non-core subjects. INSET days (2/11/20 afternoon and 22/2/21 and 18/6/21) subject leaders will have time to audit the curriculum, create action plans and complete monitoring <b>(£1,800 overtime costs to p/t staff to attend INSET)</b></p> <p>Purchase additional manipulatives in Numicon Home Kits for EYFS/KS1. <b>(£1000)</b></p> <p>Purchase of high interest readers for boys targeting those who have not been reading during lockdown <b>(£300)</b></p>		Sarah G SIP	Feb 21   Feb 21
<p><u>Teaching assessment and feedback</u> Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Purchase NFER assessments in reading, SPAG and maths for year groups 1-6. Complete termly assessments and analyse results using HUB analysis tool. Subject leaders to analyse and share whole school priorities with teachers <b>(£4000)</b></p>		English and maths teams leads	Termly tests, results = Jan 21 May 21 July 21
<p><u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling with Ivy Bank have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>All pupils have had a social story personalised for their bubble. A virtual open day film of Ivy Bank Primary School is arranged and will be shared with all new-starters. <b>(£695)</b></p>	<p>Soft data shows that pupils have returned to school with enthusiasm and have settled quickly into the bubble routines; parents have shared the social stories were helpful. New pupils have transitioned well into nursery and reception. September 2021 intake is full where we have 58 first choices and 147 second.</p>	Sarah G	January 2021
<b>Total budgeted cost</b>				<b>£ 7,795</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u>  Identified children will have significantly increased rates of reading fluency and prosody. 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.	Employ a teacher one day a week to deliver maths and English support to year 2 pupils; this will involve targeted children completing the Sandwell maths assessment to identify gaps in learning to deliver a bespoke learning programme.  (£11,000)			Feb 21
	Employ an NQT teacher two days a week to deliver maths and English support to year 5 pupils; targeting using the NFER test gaps analysis. Smaller classes allow increased individual teaching (EEF toolkit)  (5,600)			Feb 21
<u>Intervention programme</u>  An appropriate and personalised intervention supports pupils and their families to cope with anxieties and loss around Covid.	3 members of staff to qualify in Mental Health First Aid for children.  (£300 supply)			Feb 2021
	Wellbeing intervention to cover growth mindset, anxiety and anger, OCD, managing feelings, separation anxiety and transition to school Clinic runs equivalent of half day a week with two members of staff targeting 16 children.  (£2,700)			Nov 2020 Feb 2021 June 2021
	Bereavement training and resources  (£500)			Spring 21 ongoing
<u>Speech and language</u> The children on our SEND register with SALT needs make accelerated progress in speech and language to support their whole learning experience and engagement with school so they do not get further behind.	Redeploy a teaching assistant with SALT skill and experience to focus on children identified with rigorous therapy sessions following  (£3,740)			
<b>Total budgeted cost</b>				<b>£23,840</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Wellbeing</u> A whole school approach to wellbeing investing in preventative strategies in order to give children the skills and the tools to thrive. Pupils, staff and parents will be engaged.</p> <p>Pupils who require additional professional support are signposted to the correct agencies and supported in an appropriate and timely fashion</p>	<p>Delivery of My Happy Mind' a programme which is based in science and research. Modules introduce a new set of content and habits to help children build resilience, self-esteem and confidence. Roll out will begin Spring term B and into Summer term 2021 <b>(£nil – staff meeting time and resources supplied by bid)</b></p> <p>Engage with professional services through the Cheshire East Wellbeing for Education project <b>(£500)</b></p>		<p>Sarah G</p> <p>Sarah G Katie B</p>	<p>April 2021 June 2021</p>
<p><u>Supporting parents and carers</u></p> <p>Communication is priority with families as we transition the children between home learning and on site. Home learning will have greater opportunities for the children to have greater independence and increasing the likelihood that parents can sustain home-learning.</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>Procedures include that home learners and their families are in regular communication with school. Parents' evening meetings / SEND checks for EHCP children. Additional contact email addresses to be used for year group staff and feedback to SLT <b>(£300 set up)</b></p> <p>Purchase of basic stationery materials for children who are unable to bring from home <b>(£500)</b></p>		<p>Teachers</p>	<p>Nov 2020</p> <p>Sept 2020</p>
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</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>Deploy IT technician to support families with their IT infrastructure – production of Wonde log in and maintenance of remote learning accounts, set up of government laptops through national scheme <b>(£3,000)</b></p> <p>Purchase IT equipment for staff working from home <b>(£500)</b></p>			<p>Dec 2020 Mar 2021 June 2021 Aug 2021</p> <p>Oct 2020</p>

	<b>Total budgeted cost</b>	<b>£ 4,800</b>
	<b>Cost paid through Covid Catch-Up</b>	<b>£32,640</b>
	<b>Cost paid through charitable donations</b>	<b>£nil</b>
	<b>Cost paid through school budget</b>	<b>£3,795</b>
		<b>£36,435</b>