



## Catch-Up Premium Plan Carr Hill Primary and Nursery School

### Summary information

<b>School</b>	Carr Hill Primary and Nursery				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£29, 920 (estimated for whole academic year)	<b>Number of pupils</b>	335 + 26 in Nursery

### 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 most affected. 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.

### EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

<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</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>
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### Identified impact of lockdown

<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>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 teacher assessments.</p>
<b>Writing</b>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps 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 much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
<b>Reading</b>	<p>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 wide. The bottom 20% of readers have been disproportionately affected.</p>
<b>Non-core</b>	<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. 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></p> <p>Gaps in Phonics and Early Reading are addressed through a robust timetable of targeted catch up sessions in addition to daily phonics in Y1 and 2. Additional books support this reading at home and school.</p> <p>Despite 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 learning.</p>	<p><i><b>Purchased additional Phonics Bug books for Years 1,2 and 3 pupils to support catch up phonics teaching.</b></i></p> <p><i><b>(£3000)</b></i></p> <p><i><b>Purchase additional manipulatives for EYFS/KS1 initially.</b></i></p> <p><i><b>(£1000)</b></i></p>		<p>EH/JG</p> <p>KT</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Carr Hill have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i><b>A 360 interactive virtual tour of Carr Hill Primary School is arranged and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining CH.</b></i></p> <p><i><b>(£600)</b></i></p>		VS	Ongoing
<b>Total budgeted cost</b>				<b>£ 4600</b>

ii.	Targeted approaches
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Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have received targeted support in Reading/writing and/or Maths in KS1 and KS2 and identified gaps will have been addressed successfully.</p> <p>Year 6 pupils will receive targeted, small group support with Year 6 Lead (EF), focused on identified gaps and support with exams.</p>	<p><b><i>Use of National Tutoring Partner tutors to teach small groups within the school day and after school sessions.</i></b></p> <p><b><i>(TBC-NTP will pay 75% of costs, so £12.25 per hour cost to school)</i></b></p> <p><b><i>(£5880 for 16 weeks-this includes cost of after school provision by NTP tutor on 2 days)</i></b></p> <p><b><i>*This may be extended following review of impact and, hence funds will be kept aside.</i></b></p> <p><b><i>Half a day supply each week to free up EF to teach groups as identified.</i></b></p> <p><b><i>(cost for 30 weeks £2040)</i></b></p>		<p>EH/EF/KT</p> <p>EF/SA</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Intervention programme</u></p> <p>Identified pupils in F2 will have received targeted intervention and made additional progress in spoken language ability</p> <p>Identified pupils (15 pupils) in KS2 will receive daily online intervention to improve spelling and reading .</p>	<p><b><i>Trained TA to implement the Nuffield Early Language Intervention (NELI) with two groups throughout the week.</i></b></p> <p><b><i>(cost of cover TA and resources £2000)</i></b></p> <p><b><i>Nessy online program.</i></b></p> <p><b><i>(cost of subscription £262.50)</i></b></p>		<p>JG</p> <p>FWM</p>	<p>July 21</p> <p>July 21</p>
<p><u>Extended school time</u></p> <p>Identified children are able to access a weekly after school interventions (45 mins per night). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the sessions and ensure attendance.</p>	<p><b><i>Tutor through 'Connex Education Agency' to work on 1:3 with targeted interventions as identified by gap analysis.</i></b></p> <p><b><i>(TBC-NTP will pay 75% of costs, so £12.25 per hour cost to school)</i></b></p> <p><b><i>(see 1:1 section above)</i></b></p> <p><b><i>Class teachers to provide additional tutor sessions after school.</i></b></p>		EF/SA	Ongoing

	(1:1 hourly rate of £26.84-total TBC, dependant on parental take-up of sessions offered-budgeted for 4 hours for 16 weeks-£1718.40)			
Total budgeted cost			£11900.90 (exact amount TBC)	
iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u>  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.	<i>2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i>  £600  <i>CGP booklets supplied to non-PP pupils in Y6 and Y2.</i>  £307			Feb 21
<u>Access to technology</u>  Review of technology available to take place following approval of strategies so far.	<i>Pupils will have access to IT equipment to use in lessons, familiarising them with using TEAMS and IT necessary for accessing blended learning, should this be necessary. These can also be used for loans should a pupil be self-isolating.</i>  <i>Specific IT equipment available to support SEND pupils with home learning.</i>  TBC		DH/PF        FWM	Feb 21        Feb 21
<u>Supporting Pupils Social and Emotional Needs</u>  1:1 support for pupils affected adversely through school closure or Covid.	<i>Pupils will be supported through counselling, ELSA or Rainbows Bereavement Counselling on a needs identified basis and be more ready to access learning in class.</i> <i>Books to support S&amp;E needs (£150)</i> <i>(cost of cover TA and resources £2000)</i>		VS/FWM	Feb 21
<u>Summer Support</u>				

TBA following review of impact of measures outlined above.				
			<b>Total budgeted cost (allocated to date)</b>	<b>£19, 407.90</b>

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