

Catch-Up Premium Plan – Dec 2022 update

Key: 20/21 Expenditure, 21/22 Expenditure



Summary information					
School	Stonebow Primary School				
Academic Year	2020-21	Initial Catch-Up Premium 20/21	£20,160	Number of pupils 20-21	251
	into 2021-22	Recovery premium (ref in PP plan)	£4495	Number of pupils 21-22	235
		TOTAL	£24,655		

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
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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.

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

Maths	Baseline assessments undertaken using previous year's Summer Term PUMA test (SATS test for Y6), to identify gaps in knowledge. End of Autumn PUMA test and analysis (Dec/Jan).
Writing	Baseline assessments undertaken using previous year's Summer Term GPS test (SATS test for Y6), to identify gaps in knowledge and support fluency in writing. Writing stamina has suffered, for those children who didn't engage as consistently with remote learning.
Reading	Baseline assessments undertaken using previous year's Summer Term PIRA test (SATS test for Y6), to identify gaps in knowledge. Changing of reading books was difficult due to CV19 restrictions. VIPERS tasks included in lockdown workbooks. End of Autumn PIRA test and analysis (Dec/Jan).
Non-core	Whole topics/units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new. Children have also missed out on the curriculum experiences e.g. trips, visitors etc.

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 whole-school strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?	Cost
Y6 Maths Group Following analysis of baseline mock SATS and subsequent periodic tests, identify a group of pupils who have fallen behind their expected progress trajectory since KS1, using gap analysis to inform lesson planning.	Employ LSA, with QTS, to teach an additional Y6 maths group on a daily basis – GS. (additional cost of Teacher rate V LSA rate x number of sessions)	Group cancelled due to lockdown during Spring term, pre SATs - re use funding to support other intervention groups.	BM/ PB	Termly review after mock SATs tests	£5.5K
<u>Assessment/Progress and gap analysis</u> Teachers have a very clear understanding gaps in learning and use this to inform teaching and learning across core subjects, identifying pupils who are making less than expected progress.	Additional development of SIMS, to incorporate updated PIRA/PUMA questions onto marksheets, to support gap analysis and analysis of progress. Analysis of progress between baseline score and subsequent end of term test results. Continued in 2021/22	Autumn 20 test results show a general decline in pupils at Exp + across the school in all subjects. Phase/subject lead analysis used to support strategies for use of CV19 fund below.... Spring tests suspended due to lockdown. Summer 21 tests show broadly a regression in the Exp standard of around 15-20% - full data analysis on spreadsheets by pupil group etc.	ML	End of Aut/Spring post tests	£500 £500
<u>Improved quality in handwriting</u> Following formative assessment of writing during Autumn and Spring Term (during lockdown), identified general decline in cursive writing.	EYFS – Y4 introduction of Penpals handwriting scheme Subscription to Penpals for Handwriting @ £190 per year group x 5 (EYFS-Y4) = £950	Writing	CL	Include as part of writing review/scrutiny	£950
1. Teaching/whole school total 20/21 2. Teaching/whole school total 21/22					£6950 £500

2.	Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?	Cost
<p><u>Extended school time/booster sessions in Maths and Reading</u></p> <p>Children identified as 'stuck' or regressed from their expected progress trajectory, are able to access weekly breakfast and/or after school booster sessions, to improve progress and attainment in maths and reading.</p>	<p>Summer Term x 9 or 10 weeks (LSA's @ G7) EYFS – Extra LSA for x5 mornings for 1 hour 45mins, 3 afternoons x 1 hour x 10 weeks = £1410 (including Nuffield intervention £960 for 10 weeks – detailed below, £450 additional support for Learning Behaviour as no time in Nursery) KS1 – Weekly: 5 x 1 hour LSA, 2 x teacher x 9 weeks = £1305 Lower KS2 – Weekly: 6 x 1 hour LSA, 2 x teacher x 9 weeks = £1305 Upper KS2 – Weekly: 8 x 1 hour LSA, SLT x 1 (no charge) = £1080</p> <p>Resources: Oak National Catch Up resources, DfE Maths, Reading – CL investigating</p> <p>Autumn Term 21 and Spring Term 22 x 10 weeks KS1/2 (LSA's @ G7 = after school, in school time @ G5 unless a G7) EYFS – costed/mapped on separate sheet in school day: Extra LSA for x5 mornings for 1 hour 45mins £1050 KS1 – Weekly: 5 x 1 hour LSA, 2 x teacher x 10 weeks = £1450 (switch from before school in Aut, to extra support time in school) Lower KS2 – Weekly: 6 x 1 hour LSA, 2 x teacher x 10 weeks = £1450 Upper KS2 – Weekly: 10 x 1 hour LSA = £1350</p>	<p>The data for booster group children in Summer Term was extracted from R/W/M data spreadsheets – this is being used to support the organisation of new groups for Autumn/Spring Term 21/22.</p>	<p>BM</p>	<p>Half termly impact review</p>	<p>£4825 approx</p> <p>£5300 approx – KS1/2 organisation TBC</p>
<p><u>Intervention programme</u></p> <p>Trugs is a resource which meets the Government Core Criteria as a systematic phonics resource. Trugs is a fun and competitive card game which is deliberately designed with no mention of phonics or letter clusters. Every time the children play a game they are decoding words in order to win. The games will practise, reinforce and consolidate reading and spelling.</p>	<p>Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</p> <p>(£576 + training time)</p>	<p>Trugs introduced at Aug 2021 INSET.</p>	<p>BM</p>	<p>July 21</p>	<p>£576 + training</p>
		<p>3. Targeted approaches 20/21 cost 4. Targeted approaches 20/21 cost</p>			<p>£5401 £5300</p>

3. Wider Strategies					
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?	Costs
<u>Access to technology</u> Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children. Additional electronic resources to support in class learning and booster groups above	To supplement x28 laptops/Chromebooks provided as part of our DfE allocation: 4 additional Chrome books £920 14 Licences £378 1 32 Bay trolley £891	Each phase of the school has access to their own dedicated trolley, to support teaching and learning across all subjects, along with Computing.	IP		£2189
<u>Remote Communication</u> To communicate with parents, face to face, as access to the school remains restricted for the foreseeable period.	Following consultation with LPAP schools, purchase of School Cloud App (through Weduc) to facilitate remote parent/teacher consultations in the Spring term. Online staff training in School Cloud	Parent and staff feedback positive, over logistics. Some issues over short time/cut off. Will use for the first meeting in Autumn, as more introductory than sharing work etc.	IP	Apr 21	£195
<u>Remote learning for individual pupils/groups/classes</u> For pupils shielding or self-isolating, continued support with remote learning which may include teacher or LSA time to support	Dedicated time for teachers and/or LSA's, to support remote education – this may mean resourcing, time for 1:1 or 1: group remote support, where there is partial closure for a class/bubble	Pick up, as required in Autumn term. Staff, pupils and parents familiar with Google classroom and Tapestry.	Phase lead if bubble close		Nominal cost
<u>Speech and Language Support – EYFS into Year 1</u> To support the above, as this cohort have missed development time in nursery and in EYFS. Several pupils identified as requiring SALT.	<u>Nuffield Early Language Intervention (NELI)</u> Training – 2.5 days/8-10 hours x 4 staff: Cost: absorbed by lockdown cover Resources – Oxford Resources: Cost £375 The 20-week programme includes materials to deliver three 30-minute small group sessions a week and support to provide two 15-minute 1:1 sessions for each targeted child. Therefore, if 5 children were to receive NELI, a member of staff would need 4 hours of delivery time each week for 20 weeks. A small amount of additional preparation time may be required to ensure staff have read the manual and prepared the correct picture cards ahead of each group session, as well as time to reflect on what individualised support children may need for their 1:1 session. For 2 (dedicated staff) groups of 5 pupils:	2020/21 EYFS cohort mid-way through their NELI, to be continued in Y1 Autumn term. Full impact to be measured when complete.	MD	End of Aut 21	Resources £375 (NELI cost for EYFS Sum 21 included above £960 out of 1410) NELI continued x 10 weeks in Aut 21/Y1 – estimated £960 as above (include in 21/22 costs)

	2 staff x 4 hours/week x 20 weeks @ £12/hour (split over EYFS 10 wks and Y1 10 wks) = £1920 (£960 EYFS Sum 21, £960 Y1 Autumn 2021) 8 hours/week = circa 1.5 days extra over 20 weeks				
<u>Speech and Language Support – EYFS into Year 1</u> To support the above, as this cohort have missed development time in nursery and in EYFS. Several pupils identified as requiring SALT.	<u>Makaton Training</u> To further support the children identified as requiring SALT, Makaton training for x8 staff 3x 2 hour sessions, covered during lockdown = £496.80 JP – L3 Makaton Training 4/5 Oct - £74 plus cover (G7 no cost)	Makaton has helped all children develop their communication skills, particularly those pupils who receive SALT support. Y1 class teacher, JP, to undertake L3 training to continue this.	MD		£496.80 £74
<u>Well-being/mental health/Nurture</u> Forest Schools Continue the success of Forest Schools initiative, by funding further resources and staff time to facilitate wider groups across the school.	LSA cover time for CN @ £12/hour, to allow CN to run further Forest Schools sessions during the Autumn term (Mon and Fri pm – 2 hours x £12 x 2 days x 15 weeks, Autumn Term) = £720 Additional resources, to allow for children to shelter when raining (tarpaulin, frame etc). Donated chicken coop – costs for secure fencing/shelter etc. Seek further funding from Friends of Stonebow	Forest schools is becoming increasingly embedded across the school, CN is able to reach a wider groups of pupils.	CN		£720 Additional resources funded by FofS.
<u>Well-being/mental health/Nurture</u> Well-being focussed breakfast/lunch or after school clubs, to support children on their return to school during the Spring/summer term, as restrictions continue.	LM to continue with supplemented Sport breakfast clubs – cost £0 for this year 20/21, as funded via Sport Premium 21/22 LM to continue Breakfast Clubs for Well Being – funded/subsidised post October half term: £100/week for 10 weeks up to Christmas = £1000	The funded breakfast clubs were hugely successful in engaging pupils across the school in sport, supporting their well-being. Paid clubs have been less well attended at the start of term – as we have additional funding this year, we will re-supplement breakfast clubs.	FP/WB team		£0 £1000
3. Wider Strategies 20/21 total cost					£3255.80
Wider Strategies 21/22 total cost					£2754
			2020/21 Covid Catch-Up spent		£15606.80
			2020/22 Covid Catch-Up allocation + Recovery Premium	TOTAL	£24,655
			Balance (which can roll over into 2021/22)		£9,048.20
			2021/22 Covid Catch Up Spend + Recovery Premium, spend so far		£8554
			Running Balance		£494.2

From DfE guidance 22 Feb 2021 – for practice from 8/3/21 when all pupils return to school

Operational guidance It also suggests that it may be appropriate to suspend some subjects for some pupils in exceptional circumstances. However: ➤ up to and including Key Stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects; ➤ if schools choose to suspend the teaching of a subject then they will have to be able to show that this is in the best interests of these pupils and this should be subject to discussion with parents. • It goes on to give specific advice for different age groups: • EYFS: ➤ may focus upon the prime areas of learning, including communication and language, personal, social and emotional development, and physical development;

Operational guidance • EYFS, Reception: ➤ in Reception, focus on gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. For Reception, consider how all groups of children can be given equal opportunities for outdoor education. • Key Stages one and two: ➤ are expected to prioritise identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary; ➤ the majority of pupils should be taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and, at Key Stage 2, languages.