



# Catch-Up Premium Plan

## King's Stanley Primary School

### Summary information

<b>School</b>	King's Stanley Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£16,640	<b>Number of pupils</b>	208

### 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.

## 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 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>

**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?
The foundation subject 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><u>Developing and Supporting a great curriculum</u></p> <p><b>Additional time for subject leaders and teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA. (10 days across the year)</b></p> <p style="text-align: right;"><b>(£1500)</b></p>		Sophie Roberts	Sept 21
The staff to have a better understanding of phonics across the school. For their understanding of 'good' phonic teaching to be solid.	<p><u>Phonics training</u></p> <p><b>Identify ways to provide phonics training to all staff online via Mangotfield English hub. Make time and facilities available for all staff to access high quality phonics training.</b></p> <p style="text-align: right;"><b>(£550)</b></p>		Sarah Wilson	Jan 21
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain from lockdown period and can use this to inform learning and interventions.</p>	<p><b>Complete a suite of whole school assessments to identify gaps in pupil's learning and across school cohorts.</b></p> <p style="text-align: right;"><b>(£450)</b></p>		Derk van den Broek	July 21
<b>Approximate budgeted cost</b>				<b>£ 2500</b>

**ii. Targeted approaches**

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
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<p>Support pupils with identified gaps in reading decoding and 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><u>Daily 1-to-1 precision teaching</u></p> <p><b>Staff trained in precision teaching. 'Bubble' groups identified and timetabled to facilitate 10 week intervention blocks of precision teaching. Identified children will have significantly fallen within their phonics phase groups. Run daily precision teaching sessions. (2hrs per day x 37 weeks)</b></p> <p><b>(£3700)</b></p>		Miss Harris	Feb 21
<p>To identify and support pupils with gaps in their phonics knowledge. Use appropriate phonics intervention, such as Nesy, dancing bears to support any identified children to reinforcing and support their understanding of phonics.</p>	<p><u>Before school Nesy Club</u></p> <p><b>Staff training to facilitate online Nesy programme. Create sufficient 'assess passes' for identified pupils. Facilities and resources established and purchased to enable different bubbles to access on different days. Run Nesy club before school each day. (1hrs per day x 37 weeks)</b></p> <p><b>(£1850)</b></p>		Misha Harris	July 21
<p>To identify and support Y5/6 pupils with any gaps in their application and mathematical concepts.</p>	<p><u>Weekly additional small group maths problem solving intervention</u></p> <p><b>Qualified teacher identified to run small group teaching intervention. 'Bubble' groups identified and timetabled to facilitate 10 week intervention blocks of precision teaching. Identified children who show good maths fluency but have gaps in applying concept. (2hrs per week x 24 weeks)</b></p> <p><b>(£1152)</b></p>		Sophie Roberts	April 21
<p>To support pupils, who already have good reading confidence, to apply their reading fluency in a more formal comprehension situation which has been missed due to lockdown.</p>	<p><u>Small group reading support:</u></p> <p><b>Assessments identified pupils with good fluency but poor application during their reading comprehension. Qualified teacher to run small group reading intervention. 'Bubble' groups identified and timetabled to facilitate 10 week intervention blocks of precision teaching. (2hrs per week x 24 weeks)</b></p> <p><b>(£1152)</b></p>		Sophie Roberts	

<p>To support pupils with identified gaps in decoding, spelling or maths fluency and use quick, regular intervention through precision teaching to close these gaps.</p>	<p><u>1-to-1 precision teaching</u></p> <p><b>Staff trained in precision teaching. 'Bubble' groups identified and timetabled to facilitate 10 week intervention blocks of precision teaching.</b></p> <p><b>Assessments used to identified children's gaps (6hrs per week x 24 weeks)</b></p> <p style="text-align: right;"><b>(£3456)</b></p>		<p>Sophie Roberts</p>	
<p>To support pupils with identified gaps in maths fluency and use the National tutoring programme to close these gaps.</p>	<p><u>National tutoring programme</u></p> <p><b>Identified children with notable gaps, who are also able to access a weekly catch up tutoring session online, via the National Tutoring Programme</b></p> <p><b>15 pupils identified to work with the national tutoring programme.</b></p> <p><b>Identify 3 dedicated Laptops and create a dedicated space to provide a covid safe access point for small group tutoring.</b></p> <p><b>Provide a dedicated adult to support and monitor groups of 3 access their online tutor (5hrs per week x 10 weeks)</b></p> <p style="text-align: right;"><b>(£1125) + (£450)</b> <b>TA supervision: £500</b> <b>=£2075</b></p>		<p>Katy Morgan</p>	<p>Ongoing</p>
<b>Approximate budgeted cost</b>				<b>£13385</b>

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>

<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><u>Supporting parents and carers</u></p> <p><b><i>Home-learning paper packs are ready to distribute for all children if internet access is an issue. Stationery packs are purchased and set aside for children to take home when home-learning occurs.</i></b></p> <p style="text-align: right;"><b>£500</b></p>		<p>DVDB + All Staff</p> <p>SM/LH</p>	<p>Feb 21</p> <p>Feb 21</p>
<p>Reduce the risk of any further gaps developing during isolation periods.</p>	<p><u>Access to home learning</u></p> <p><b><i>All teaching staff and some 1:1 TAs have been trained on home learning systems to ensure learning continue during isolation periods.</i></b></p> <p><b><i>Parents survey carried out too ensure remote learning is tailored appropriately to parent's needs.</i></b></p> <p><b><i>Some 1:1 TAs have been trained on Class Dojo to ensure learning can continue for specific vulnerable pupils during any periods of isolation.</i></b></p> <p style="text-align: right;"><b>£500</b></p>		<p>DvdB</p>	<p>Feb 21</p> <p>Feb 21</p>
<b>Approximate budgeted cost</b>				<b>£16885</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£16,640</b>
			<b>Cost paid through charitable donations</b>	<b>£250</b>
			<b>Cost paid through school budget</b>	<b>£0.000</b>