



Catch-Up Premium Plan  
Pleasant Street Primary School

Summary information					
School	Pleasant Street Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£16,480 (over 2 years)	Number of pupils	206

## 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.

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. As a school, we will use this funding alongside other support, with the aim to ensure that the gaps created during lockdown, have been reduced or closed by Summer 2021.

Use of Funds	EEF Recommendations
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<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>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supporting great teaching</li> <li><input type="checkbox"/> Pupil assessment and feedback</li> <li><input type="checkbox"/> Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> One to one and small group tuition</li> <li><input type="checkbox"/> Intervention programmes</li> <li><input type="checkbox"/> Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supporting parent and carers</li> <li><input type="checkbox"/> Access to technology</li> <li><input type="checkbox"/> Summer support</li> </ul>
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## Identified impact of lockdown

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children have worked on Maths activities and tasks via the home learning provided during lockdown. They are positive about the subject and keen to learn but have gaps in their knowledge and understanding. Recall of basic skills has suffered – children are struggling to recall addition facts, time's tables and once taught calculation strategies with confidence. This is reflected in arithmetic and reasoning assessments which have been completed each half term.
Writing	The time away from school has had an impact on pupil's writing as they have lost essential practising of writing skills which has had an impact on stamina, fluency and grammar and punctuation skills. On return in September pupils were less focused during writing sessions and needed adult support and lots of modelled work and guided group sessions.
Reading	Some pupils continued to read in lockdown and used the online resources they were signposted towards and comprehension tasks and activities. Pupils are however behind in terms of their fluency and comprehension skills and the gap between the children who read widely at home and those who don't has grown further.
Non-core	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 the usual activities such as outside visitors and Science experiments.

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> 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 Phonics. Packs are purchased for SEND and EAL pupils to support learning.</p>	<p>Purchase individual resources packs for SEND and EAL pupils. Maths 'toolkits' purchased and organised for all classes to ensure there are enough manipulatives available for sessions.</p> <p style="text-align: right;">(£1000)</p>		N.Nichols E.Keogh	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>Implement the Rising Stars and White Rose Maths Hub National Test-style Standardised Assessments. Assessment Lead, Intervention Manager and EAL Lead to support teachers in accurate baseline of pupil levels. Complete baseline assessment using Summer 2 tests; then complete half termly tests and record assessments on trackers to identify gaps, to track performance and inform assessments and teaching activities.</p> <p style="text-align: right;">(£3000)</p>		E. Keogh B. Grindley M. Lancaster	April 21
<p><u>Transition support</u> Children who are joining school from different settings or from abroad have an opportunity to become familiar and confident at Pleasant Street, in their initial time at school.</p>	<p>Parents are invited to visit the school and meet with the EAL and Safeguarding Leads before they start school. Parents are supported via the school app to access relevant documentation, advice and information.</p> <p style="text-align: right;">(£500)</p>		A. Buckley B. Grindley	Ongoing
<i>Total budgeted cost</i>				£ 4,500

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 have significantly increased rates of reading fluency and basic skills in Mathematics.	Intervention Manager will lead the Nessy Learning Programme and Number Stacks with identified pupils and support staff; complemented with associated classroom planning. <i>(£450 + £210 + £1000)</i>		E. Keogh B. Grindley N. Nichols A. Moore	April 21
<u>Intervention programme</u> All children will be able to access non-core areas of learning with increased confidence and develop an understanding of subject specific vocabulary.  Identified children are able to access age related work in English and Maths.	An intervention is planned and carried out with identified pupils by the EAL co-ordinator.  Interventions are planned and carried out with identified groups by the Intervention Manager. <i>(£4500)</i>		B. Grindley E. Keogh	April 21
<u>Extended school time</u> Identified children are able to access a weekly catch-up club (1 hour per night). The attainment of those identified children improves and gaps have been reduced or closed by Summer 2021.	Baselines and initial data is analysed and target groups identified from Reception to Year 6. The cost of a teacher and TA per club (x10 a week) is made available.  <i>(£6000)</i>			Ongoing
			Total budgeted cost	£12,160

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home.</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>Online learning resources and subscriptions purchased, including Spelling Shed, Maths Shed and Times Tables Rockstars (£750)</p> <p>Home-learning paper packs are printed and ready to distribute on request. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs. (£200)</p>		E. Keogh	Feb 21
<p><u>Access to technology</u> All children will have access to school's remote learning platform.</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 and parents.</p>	<p>School wide survey sent to parents to ascertain families who need support with devices and connectivity. Devices allocated to allow access to the school's remote learning programme (Seesaw) (£3500)</p> <p>Update laptops to be used by teachers to support online learning. (Zoom sessions/Seesaw) (£2500)</p>		AR	Feb 21
<p><u>Summer Support</u> Identified parents are supported in strategies to use at home to support routines and pupil learning that matches strategies used in school. Parents are aware of communication system in place for emergency contact support.</p>	<p>Family Liaison Officer available to support parents in meetings and Zoom sessions.</p> <p>Parent email address monitored by SLT during the summer holidays. (£2500)</p>		AR	Feb 21
Total budgeted cost				£9,450
Total Cost				£26,110
Cost paid through Covid Catch-Up				£16,480
Cost paid through school budget				£9,630