COVID Catch-Up Premium Plan



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| Summary information  |  |  |  |  |
| School  | Lower Park School  |  |  |  |
| CATCH Up Lead :  | Amelia Lomas |  |  |  |
| Academic Year  | 2021-22  | Total Catch-Up Premium  | £9300  | Number of pupils  | 285 |
| Date of Plan Agreed:  | 17/12/2021  | Approved by: S. Hardicre (subject to review at the next Pupil and Curriculum committee meeting) |   | Review date:  | 11/4/2022 |

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| Guidance  |
|  In June 2020 the government announced £1 billion of funding to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who we know have been most affected. This funding includes:* a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for missed learning
* a £350 million [National Tutoring Programme](https://nationaltutoring.org.uk/) to provide additional, targeted support for those children and young people who need the most help, which includes:
	+ a schools programme for 5 to 16-year-olds – for more information, see the [National Tutoring Programme FAQs](https://nationaltutoring.org.uk/faqs)
	+ a [16 to 19 tuition fund](https://www.gov.uk/guidance/16-to-19-funding-16-to-19-tuition-fund)
	+ an oral language intervention programme for [reception-aged children](https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/the-reception-year-early-language-programme-neli)

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| Use of Funds  |  |
|  Schools should use this funding for specific activities to support their pupils’ education recovery in line with the curriculum expectations in the [actions for schools during the coronavirus outbreak guidance](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed learning. Schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected.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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) with evidence-based approaches to catch up for all students.To support schools to implement their catch-up plans effectively, EEF has published the [school planning guide: 2020 to 2021](https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/). This will provide further guidance on how schools should implement catch-up strategies and supporting case studies to highlight effective practice.Schools can use catch-up premium funding to support any summer catch-up provision that they are offering and can carry funding forward to future academic years.The EEF Toolkit guide has been used to support this plan. The Teaching and Learning Toolkit is a summary of evidence of 30 approaches that schools might choose to use, either as part of their pupil premium strategy or as part of wider school planning. The Toolkit aims to be a starting point for schools considering evidence. | The Education Endowment Foundation (EEF) advises the following:Teaching and whole school strategies• Supporting great teaching• Pupil assessment and feedback• Transition supportTargeted approaches• One to one and small group tuition• Intervention programmes• Extended school timeWider strategies• Supporting parent and carers• Access to technology• Summer support |

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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 still have an appetite for maths and lockdown has not affected their attitudes however some are quite simply, ‘behind’ due to missed content or lack of engagement in the home learning sent during lockdown. Recall of basic skills needs addressing with particular focus on in Year 4 in preparation for the statutory Multiplication Times tables Check. |
| Digital technology | Not all children have the access to appropriate technology, subscriptions or the skills to use it effectively.Teachers and learners are beginning to have a better understanding of the role technology can play role to improve assessment and feedback but this needs further development and as such has been identified as one of the schools main priorities.Parents lacked skills and confidence to support children with their home learning and this was made more complicated by the variety of platforms that were being used to communicate and teach during lockdown |
|  Early Reading  | 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 the phonics screening check in Autumn 1 for Year 2s shows that whilst it is estimated that the result will still be in line with National, it is lower than the annual average for the school. School data supports a higher number of pupils needing catch up interventions in Year 2 *(This impact is addressed within the Pupil Premium and Recovery Funding)*  |
|  Writing  | Children haven’t necessarily missed ‘units’ of learning in the same way as Maths, however they have lost essential practising of writing and editing 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. *(This impact is addressed within the Pupil Premium and Recovery Funding)* |

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| EEF Teaching and learning Guide Toolkit |  |
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| Area | Strategy | Cost | Impact  | Staff lead  | Review date?  |
| MathsUsing evidence from the The Education Endowment Foundation (EEF) Guidance Report, ‘IMPROVING MATHEMATICS IN KEY STAGES TWO AND THREE’ ) | * Use assessment to provide teachers with information about what pupils do and do not know
* This should inform the planning of future lessons and the focus of targeted support
* TimesTables Rockstars Soundcheck app will be used to identify children’s gaps in Years 3, 4 and Year 3/ 4
* Number and numeric relations are central to mathematics. Teaching should enable learners to develop a range of mental and other calculation methods.
* Teachers to practise quick and efficient retrieval of number
* Number lines should be used as a central representational tool in teaching number, calculation and multiplicative
* Teaching Assistant support in class and use of Manipulatives to act as a ‘scaffold’ that can be removed once independence is achieved
* Intervention and booster groups will be provided during before and during school hours to support children to catch up.
* Teachers will attend training on the statutory Multiplication Test Check test in order to develop their own professional development.
* Head will support with strategies for the administration of the test.
 | Purchase of Sandwell diagnostic Purchase of Times tables Rockstars subscriptions.Cost of staffing to administer 1:1 tests for children working below the expected standard in KS2 £1,000Teacher CPD through maths hub ( costed through PupilPremium plan)CPD and support with preparation and administering of Multiplication Times tables Check£500Purchase of resources including number lines, dice, and manipulatives£200Additional Teaching Assistant support in Lower KS2 in the afternoons to provide intervention and booster groups in maths.£1,500Head teacher support and development time £200Total £3,400 | Clear baseline established for all pupils with identified areas of need for developmentTeacher knowledge base and confidence is increasedChildren are supported to learn with visual and concrete manipulatives to secure mastery of number evidenced in closing gaps in attainmentIdentified pupils will make progress and gaps will close following high-quality, structured interventions  |  Maths subject leads and all staff    |     March 21 PP meetings  July 21 end of year data |
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| USING DIGITAL TECHNOLOGY TO IMPROVE LEARNING https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF\_Digital\_Technology\_Summary\_of\_Recommendations.pdf  | * To increase the quality and quantity of technology practice that pupils undertake, both inside and outside of the classroom.
* Teachers to monitor how technology is being used, including by checking that all learners have the skills they need to use it effectively
* CPD to support teachers to adapt their practice for remote learning and face to face by increasing the challenge of questions or using technology to support retrieval practice and self-quizzing to increase retention of key ideas and knowledge.
* IT lead to research and review the ways technology can be used to provide feedback directly to pupils via programmes or interventions and make recommendations for streamlining the school’s use of platforms to provide homework and remote learning
* School will seek feedback from parents in order to streamline the way the number of digital platforms that are used to communicate with parents
* School will provide support through workshops and training videos to improve communication with parents
 | Purchase of additional Chromebooks to allow a whole class to access learning or a department 1:2£5,000(Additional £5,000 to be funded by main school budget)Class teachers time ( no additional cost)Supply costs for IT lead to research most effective platforms for delivering learning including meetings with IT providers and visits to local leading schools£500Release and supply time for Computing lead to support colleagues to trial and embed new digital teaching strategies£400Career Professional Development for all staff during staff meetings no extra cost | Children’s computing skills will improve by having direct or 1:2 access to Chromebooks evidenced in foundation stage trackingChildren lacking skills will be identified and supported to improve through regular teaching and practice. More children will reach the expected attainment level at the end of each school year.Children will be more engaged in their learning and their metacognition will increase due to staffs improved skills in setting quizzes to support retrieval. Evidenced through improved attendance with remote learning and attainment in quizzes.Children will be have increased independence and ownership of their learning using technology to receive feedback and submit work this will impact on improved attainment in reading and Times Tables Rock stars app and in the future for homework and remote learning.Children and parents will be better supported with improved communication that will be evidenced in parent/pupil survey.  | IT subject lead and all staff | March 21 PP meetings  July 21 end of year data |
| Total budgeted cost  | £9,300  |