



Catch-Up Premium Plan - Simonside Primary School

Summary information

School	Simonside Primary School			
Academic Year	2020 - 21	Total Catch-Up Premium (£80 per pupil R – Yr6 in 3 instalments)	£ 17,200 Autumn Term: £4,300	Number of pupils 215

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 amongst 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 Y11.

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.

EEF Recommendations

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

Teaching and learning has benefitted from all the curriculum development work we did during the last academic year.

Teachers have been mindful of the need to accommodate for the emotional needs that children had and continue to have stemming from the pandemic, lockdown and subsequent self-isolation periods.

It is recognised that 'catch up' will not be a quick process.

Children's cognitive load is reached quicker due to the 'emotional baggage' they bring with them.

The teaching of **maths and literacy** has focused on basic skills with plenty of recall and repetition. Gapping has also been used, where an objective is taught and then revisited some time later to check on understanding and recall.

PHSCE has taken a central role in order to talk explicitly about Covid and the related issues/experiences this has pandemic has presented e.g. money, media, relationships, emotions.

The full curriculum has still been taught (see topic maps) because we know that cultural capital is key to underpinning comprehension and understanding. It is more important than ever that we focus on this as childhood experiences have been so limited/restricted since March.

Reading has been a large focus within literacy lessons.

Data capture revealed that there are gaps in reading comprehension and a lag between chronological age and reading age in many children. 1:1 reading has taken place as much as possible but has been limited more recently due to staff isolating. Reading books continue to be sent home as does homework.

Remote learning is provided for children self-isolating either in the form of online work or work packs. Remote learning is updated every week so that children, as far as possible, continue with the same learning as is happening in the classroom.

How the fund will be spent

Increase of teaching assistant capacity – Including EAL support

Targeted support and deployment of TAs

Purchase of online maths programmes / resources – TTR rock stars, Mathletics

Purchase of reading programmes / resources - Bug club, Lexia, additional books (for home readers, guiding reading, fiction and non-fiction library books)

Reading assessment resources e.g. Salford Reading tests

Purchase of resources to support social and emotional well-being (including books promoting and celebrating diversity)

Purchase of home learning work books for core subjects for each group - CGP

One to one tuition for targeted pupils – using in-house staff

Additional Kalmer counselling support

Online CPD for staff

A broad and engaging curriculum with resources/provision to support it e.g. sports coaching, music tuition

Planned learning provided via Class Dojo to engage and motivate learners when at home.

Purchase of exercise books and pencils

EYFS language programme – Nuffield

Pupil progress meetings involving parents online

Small group nurture support

How will the impact of the fund on educational attainment will be assessed?

A baseline assessment took place in the first half term of 2020/2021. Each cohort presented with different gaps in learning and whole areas of learning which needed targeted intervention.

EYFS: Speech and language delay impacting on progress in phonics. Delay to early maths skills. Limited knowledge and understanding of the world compared to previous cohorts at this time in the year.

KS1: Phonics, reading fluency and comprehension, basic number facts.

Year 3: Phonics, reading fluency and comprehension, basic number facts.

Year 4: Reading comprehension, recall of number facts i.e. multiplication tables

Year 5/6: Cultural capital knowledge which is affecting comprehension, reading age below chronological age, recall of maths facts not up to the UKS2 level.

A suite of assessment tools will be used to assess and evaluate the impact of funding e.g. ongoing teacher assessment, standardised tests, phonics tests, Salford reading test.

