



Catch-Up Premium Plan

Trull Church of England VA Primary School

Summary information

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| School | Trull Church of England VA Primary School | | | | |
| Academic Year | 2020-21 | Total Catch-Up Premium | £ 20,560 approximately 257 x £80 | Number of pupils | 257+1 = 258 1 child arrived after October Census which this is based on |

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 lost time in education over the lockdown period and subsequent isolation periods, will ultimately have an impact on the children and their learning. The scale of our response must match the scale of the challenge.

This funding will be provided in 3 tranches. Schools will be provided with an initial part payment in autumn 2020, based on the latest available data on pupils. A second grant payment will be distributed in early 2021, based on updated pupil and place data. For mainstream schools, they will use the 4 to 15 pupil headcount from the October 2020 census.

The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of **£46.67** per pupil. A further £33.33 per pupil will be paid during the summer term 2021.

Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil aged 4 and over recorded in Reception to Year Group 11 in the October 2020 school census

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](#).

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

Supporting great teaching
Pupil assessment and feedback

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| <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. The right way to support pupils will differ between schools and must be informed by the professional judgement of teachers and school leaders.</p> <p>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.</p> | <p>Transition support</p> <p>Targeted approaches</p> <p>One to one and small group tuition</p> <p>Intervention programmes</p> <p>Extended school time</p> <p>Wider strategies</p> <p>Supporting parent and carers</p> <p>Access to technology</p> <p>Summer support</p> |
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| Identified impact of lockdown | |
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| 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 they find reasoning in particular to be more of an issue. Their recall of basic skills has not suffered much and their long-term memory of calculation strategies is still good with a little prior prompting and pre teaching. This is reflected in the assessments that took place prior to half term. |
| Writing | Children haven't necessarily missed 'units' of learning, however they have lost essential practising of writing skills. Grammar and punctuation 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. 'Spelling Shed' proved invaluable during lockdown and the children's spelling has not been compromised. Independence of writing also suffered. |
| Phonics | Many of the Yr1s, upon return, were not secure in Phase 3 and Phase 4 phonics (The summer term of the reception year is when you would practise Phase 3 and teach Phase 4). During the first half term we had two phonics lessons a day to provide catch-up. CGP books were purchased for independent practice. Yr2 have needed to work on Phase 5 phonics. While for most of the Year 2 children the reading isn't significantly behind expectations, for our school, it is lower than would normally be the case and needs a focus input. |
| 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, 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 compromised and suffered as a result. |
| 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 powerful curriculum moments. |

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? |
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| <p><u>Supporting great teaching:</u> The core and foundation subjects will be planned and assessed with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Knowledge organisers will ensure that previous knowledge is emphasised in order to connect prior learning with current learning.</p> <p>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 this supports the children with their learning</p> | <p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p><i>(£1,500)</i></p> <p><i>Purchase additional manipulatives for EYFS/KS1/KS2 .</i></p> <p><i>(£700</i> <i>- maths and EYFS support equipment for each class)</i></p> | | <p>LB</p> <p>Feb 21</p> <p>EB + BMc A</p> <p>Feb 21</p> | |
| <p><u>Teaching assessment and feedback</u></p> <p>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>Assessments carried out in first half of Autumn term identify core learning gaps</p> | <p><u>PURCHASE OF ASSESSMENT MATERIALS</u></p> <p><i>Purchase and implement the NFER Test-style Standardised Assessment pupil Booklets. (£624)</i> <i>Purchase CPG phonics books for Yr 1 and 2 (£190)</i> <i>Purchase CPG Reading Comprehension books for Yr 1,2 and 3 (£342)</i></p> <p><i>Complete termly tests and record assessments to identify gaps and on Insight to track performance.</i></p> <p><i>(£624 + £342 + £190 = £1,156)</i></p> | | <p>LB</p> <p>July 21</p> | |
| <p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Trull have an opportunity to become familiar and confident with the setting before they arrive.</p> | <p><i>A virtual tour of Trull CEVA Primary School is arranged and shared with all new-starters /prospective parents children.</i> <i>Additional time is made to cover the teacher so that the virtual tour can be made.</i> <i>Time may also be needed to allow staff to have a virtual meeting with their new starter so that the child is confident in joining.</i></p> <p><i>(Day supply for DB re videoing</i> <i>Supply cover Teachers to meet virtually with parent)</i></p> | | <p>EB/HH + HL</p> <p>Ongoing</p> | |
| | <p>Total budgeted cost</p> <p>£ 3,356</p> | | | |

| ii. Targeted approaches | | | | |
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| Desired outcome | Chosen action/approach | Impact (once reviewed) | Staff lead | Review date? |
| <p><u>1-to-1 and small group tuition- ENGLISH</u></p> <p>Identified children will have significantly increased rates of reading 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>These books will benefit the children in developing the skills they need to meet end of Year 2 expectations.</p> <p>In writing the focus has been on reading sentences, saying sentences on fingers and writing sentences, many of the children were unable to write simple sentences independently. We have been focusing on Year 1 spelling objectives (Phase 5D) and concentrating on accuracy. We have also been working hard to improve handwriting in both year groups.</p> | <p><i>Oxford Reading Tree Project X books purchased that have the comprehension and guided reading facility with them plus books to challenge the more able readers</i></p> <p><i>(£688.00)</i></p> | | BMcA | <p>Feb 21</p> <p>Feb 21</p> |
| <p><u>1-to-1 and small group tuition- MATHS</u></p> <p>KS2 shows a drop in reasoning understand and that will be down to the language they have received and types of activities that were able to be delivered over lock down. Year 1,2 and 3 have all shown a better use of reasoning than arithmetic. This is probably due to the type of reasoning expected of them but there is usually still a stronger arithmetic score.</p> <p>As you go up the school in general is a drop off of areas such as geometry, statistics and measure. These would be being taught at the end of the summer term and hasn't been or not to the same level</p> <p>An appropriate numeracy intervention supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p> | <p><i>Use of intervention materials are identified Hands on Maths and White Rose Maths. All Staff within phases are trained and they are able to deliver the intervention confidently.</i></p> <p><i>(£250)</i></p> | | | Feb 21 |

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| <u>Extended school time</u> Identified children are able to access a weekly catch-up club in maths and English, delivered by the class teachers who know the children best (1hr per night). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process. The after school sessions are based on specific need identified by assessments carried out by each class teacher but will initially focus on the basic skills. In addition, a targeted catch-up group of 5 children in Yr1 have been identified and worked with to boost their reading further by practising Grapheme Phoneme Correspondences (GPC's) and reading Phase 4 and 5 sentences. | <p><i>KS1, LKS2 and UKS2 phases will identify children within the phase that require additional intervention in all core areas. The cost of a teacher per club and snacks for the children is made available.</i></p> <p><i>Autumn Term-£2,408.68+ snack costs</i> <i>Spring Term - £4,552.70+ snack costs</i> <i>Summer Term- £6,614.63+ snack cost)</i></p> <p><i>(£13,576.01)</i></p> | | HH, DB, LB, LJB, LA, BMcA, RC, CW | Ongoing |
| <u>Extra adult support in EYFS</u> An extra Adult will be employed for 1 day a week from Catch up funding and 2 days from school budget to support EYFS and areas identified from initial assessments carried out, but especially in communication and language plus Personal, Social and emotional development- two areas which were adversely affected for some during lockdown. | <p><i>Cover for extra Teaching Assistant in EYFS x3 days a week, 1 day to be covered by catch up funding and 2 days covered by school budget for one Term, preparing for KS1.</i></p> <p><i>(£840+ £1,680)</i></p> | | | |
| | Total budgeted cost | £17,034.01 | | |

| iii. Wider Strategies | | | | |
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| Desired outcome | Chosen action/approach | Impact (once reviewed) | Staff lead | Review date? |
| <u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning. 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><i>Additional online learning resources will be purchased, such as, 'Big Cat' -a set of online phonetically decodable reading ebooks to support children reading at home. Likewise, Spelling Shed and TT Rockstars will be purchased so that children can practise spellings at home.</i></p> <p><i>(£399.00)</i></p> <p><i>2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are</i></p> | | AR SM/LH | Feb 21 Feb 21 |

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| | <i>to be purchased and set aside for children to take home when home-learning occurs.</i> (£1,000) | | | |
| <u>Access to technology</u> During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities. | <i>New iPads purchased.X2. They are to be used to further support online access to resources for the children accessing extended school time.</i> (£600) | | | Feb 21 |
| <u>Access to PFSA/ELSA additional Support</u> Some children will require additional mental wellbeing support prior to having any learning intervention support | <i>PFSA support and ELSA support plus additional wellbeing resources purchased to support children who may have anxiety needs</i> (£115.80) | | | Feb 21 |
| <u>Investment in extra curricular support</u> Looking to do a one off purchase of the Learning Challenges curriculum to support the extension and challenge of children in their learning after lockdown, to promote questioning and clear progression of knowledge and skills. | <i>Purchase of The learning Challenge Curriculum</i> (£850.00) | | | Jan 21 onwards |
| <u>Investment in CPOMS</u> Due to the rise in Safeguarding concerns we wish to have a central record system that can be accessed by all staff instantly to support children prior to learning as this is a barrier for them. This is also safer with regard to COVID and crossing Bubbles by the SENDCo plus will aid the children's wellbeing as instant access to reports allows staff to be notified instantly of issues which can then be dealt with in school and support put in place. | <i>Purchase of CPOMS and staff training</i> (£905.00) | | | Feb 21 |
| | Total budgeted cost | £3,869.00 | | |
| Total budgeted cost | | | | £24259.01 |
| | Cost paid through Covid Catch-Up | | | £20560.00 |
| | Cost paid through TSF donations | | | £1,000.00 |
| | Cost paid through school budget | | | £2,699.00 |
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Governance – monitoring the effectiveness of the Catch-up Premium Strategy

As with all school funding, governors need to be aware of what it is to be spent on and why. It may be a good idea to involve the same governors who are involved in monitoring the use of pupil premium funding, as they should be used to the format used.

Governors involved:

– Chair of Governors- Tanya Hughes; Tracey Khodabandahloo; Head Teacher- Karen Wedlake; Deputy Head Teacher- Luke Bottomley

Spring monitoring summary

Summer monitoring summary