

Catch-Up Premium Plan

Tockwith CE Primary Academy

Summary information					
School	Tockwith CE Primary Academy				
Academic Year	2020-21	Total Catch-Up Premium	£16,640	Number of pupils	205

Guidance	
<p>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.</p> <p>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.</p> <p>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.</p>	
Use of Funds	EEF Recommendations
<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 curriculum expectations for the next academic year.</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 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>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown

Maths	Specific taught content has been missed, particularly units from the summer term, leading to gaps in learning and stalled sequencing of journeys. Children have accessed the home learning for maths at different levels. 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. There was also a weakness in fraction work missed in key stage 2.
Writing	Children used Chromebooks to complete most written activities so there was an impact on children's handwriting, presentation of work and writing fluency. Key knowledge in grammar and punctuation was missed which has had an impact on children's content and organisation of written work. Children are less motivated to write creatively due to a lack of external stimuli and greater monotony of events at home. Spelling apps were available for children to practice spelling rules, however not all children accessed these or missed key teaching opportunities to learn and identify spelling rules and patterns.
Reading	Most children accessed reading at home and there were opportunities for parents to change books safely. However, children are less fluent in their reading and have less stamina. Children missed whole class reading sessions and missed teacher's modelling of fluency and intonation. Children also missed opportunities to share comprehension and understanding of texts. As a result, children's inference and understanding has been affected.
Non-core	There are now 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. Although activities were linked during lockdown, children prioritised the Core subjects.

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></p> <p>Curriculum teams will be introduced to work specifically on the knowledge, skills and vocabulary progression within all areas. Consideration to be given to gaps and how this can be taught alongside new learning</p> <p>Rejuvenate the reading resources in each class ensuring age specific books are available for children. Re-engage the children with quality texts.</p> <p>Access to Early Excellence training webinars training for HT, EYFS and Year 1 and support staff. 5 days for the year.</p>	<p><i>Additional time for teaching assistants to attend meetings alongside teachers. 1 day TA time +1 day leader of curriculum teams to look overview and look at impact.</i></p> <p><i>(£1400)</i></p> <p><i>Teachers to purchase £120 books for own class library. Children to have involvement where they can.</i></p> <p><i>(£840)</i></p> <p><i>Year 1 and Reception teacher to be released to participate in the programme giving valuable CPD. Including release time</i></p> <p><i>(£1000)</i></p>		JR	<p>Feb 21</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. This is also to include initial baseline of the children in early October. (Baseline)</p>	<p><i>Purchase and implement the Rising Stars National Test-style Standardised Assessments suite. Complete termly tests and record assessments on MARK to identify gaps an on Insight to track performance.</i></p> <p><i>Pupil Progress meetings with SLT and teaching Team – teacher and TA release for ½ day.</i></p> <p><i>(£1000)</i></p>		JR/RS/JP	July 21
<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_RecommendationsSummary.pdf</p>				
<u>Transition support</u>				

Children who are joining school from different settings or who are beginning their schooling with Tockwith CE Primary have an opportunity to become familiar and confident with the setting before they arrive.	<i>A video to be shared with the parents of reception class arranged and shared with all new-starters and all future starters. Door step home visits by Reception teacher and head teacher to welcome family to school and provide pack to aid transition.</i> <i>(£400)</i>		BM	Ongoing
https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Resources for schools/Supporting parents and carers at home - What schools can do to help.pdf				
Total budgeted cost				£ 4640

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> From Baseline assessments, children’s gaps are identified by class teacher. Experienced qualified teachers employed to work in each phase (1/2, ¾ and 5/6) to provide intervention in small groups under the direction of classteachers.	<i>Small group Tuition. Directed by teacher and gaps identified from baseline tests. One afternoon a week from October to June. Interventions measured in and out to look at impact. (£7200)</i>		JR, NG, JP, RS SR	Feb 21 Feb 21
https://educationendowmentfoundation.org.uk/public/files/EEF_(2020)_-_Impact_of_School_Closures_on_the_Attainment_Gap.pdf				
<u>Intervention programme</u> Numberstacks intervention – video and resource based intervention for Teaching assistants to deliver in school. Children assessed into the programme and then again when the key maths skills are completed	<i>Numberstacks intervention is purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data). Resources to be purchased – licence, materials, speakers for TA’s to deliver (£750) for programme, resources and training. Not including TA delivery time.</i>		RS	Feb 21

Reading Wise – online interactive resource to support the development of reading skills.	<i>Reading wise to be purchased for Teaching assistants to 1:1 support the children. It is able to diagnostically assess the children and then build their skills (£1500)</i>		JP	Feb 21
https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Remote_Learning_Rapid_Evidence_Assessment.pdf https://educationendowmentfoundation.org.uk/public/files/Early_Years_and_Key_Stage_1_Mathematics_Evidence_Review.pdf				
<u>Extended school time</u> Identified children are able to access additional Number stacks intervention for 20 mins at least 3 x a week. Initially to start with Year 2 and Year 4 support.	<i>Focussed initially on Year 2 and Year 5 – intervention. TA additional hours claimed from October to Jun, Further hours to be supported if necessary.</i> <i>(£800)</i>		JR	Ongoing
Total budgeted cost				£10250

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Children to have greater opportunities to access learning at home. These activities will be independent so that the children can access them. Teachers will be able to check progress of children and levels of engagement. Purchase of recording hardware and software to share important events and curriculum developments. in school. Keeping parents involved in school life. Ability to be able to record lessons and to be used for CPD	<i>Additional packages to be purchased on top of online learning packages:-</i> <i>Grammar.org - £200</i> <i>Monster sats - £200</i> <i>£400</i> <i>Purchase high quality recording equipment with microphone, to allow for school to share broad and balanced curriculum. Laptop will also be needed for editing purpose (£1200 video – PTA)</i> <i>(£800 – Laptop – school fund)</i>		JP JR/NG/RS	Feb 21 Feb 21

https://educationendowmentfoundation.org.uk/public/files/Publications/Rapid_Evidence_Assessment_Summary_RPD.pdf

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Remote_Learning_Rapid_Evidence_Assessment.pdf

https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf

<p><u>Access to technology</u></p> <p>Additional Chromebooks/ ipads purchased for Teaching assistants to deliver online interventions with readingwise, numberstacks, seesaw and pastoral support. Also to improve opportunities for remote CPD</p>	<p><i>1 x chromebook for each class for intervention and 1 ipad for pastoral support. Ease of access to packages and cpoms. 1:1 provision in class for Y2-Y6. This also offers back up chromebooks for children home learning or any repairs in school.</i></p> <p>£1800</p>		RS	Feb 21
<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Rapid_Evidence_Assessment_Summary_RPD.pdf</p>				
<p><u>Summer Support</u></p> <p>NA</p>				
<p>Total budgeted cost</p>				<p>£ 5,200</p>
			<p>Cost paid through Covid Catch-Up</p>	<p>£18,640</p>
			<p>Cost paid through charitable donations</p>	<p>£1200</p>
			<p>Cost paid through school budget</p>	<p>£800</p>
			<p>TOTAL</p>	<p>£20,090</p>