



Catch-Up Premium Plan Sebert Wood Primary School



Summary information

Academic Year 2020-21	Estimated Total Catch-Up Premium: £31,520	Anticipated Spend: £34,035	Number of pupils: 394
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Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Schools' allocations have been calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in from Reception through to Year 6. 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. At Sebert Wood, we have a 'catch-up' plan centred on supporting great teaching, focused intervention programmes and additional targeted one-to-one or very small group tuition. We have also included support for the mental health and well-being of our pupils are part of the planned provision.

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

Key Points from Covid Recovery Plan – September 2020

1. To evaluate the curriculum content that has been missed or taught remotely in order to have an accurate picture of what will need to be re-taught and what to let go
2. To produce a plan for curriculum recovery which identifies key concepts that will need to be re-taught as well as how and when we will do this.
3. To identify pupils for bespoke recovery tutoring following Summer 2020 lockdown and Jan / Feb 2021 lockdown.
4. To implement bespoke recovery tutoring for individual pupils and groups in order to accelerate progress and narrow gaps in attainment.
5. To begin to recover pupil and adults' sense of wellbeing following the Covid pandemic lockdown

Subject to review in light of ongoing needs analysis

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

a) Teaching and whole-school strategies

Desired Outcome	Chosen Approach	Anticipated Costs	Impact Review	Staff Lead	Review Date
Supporting great teaching					
The foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	<ul style="list-style-type: none"> Additional time for teachers to research and plan noncore subjects. 	£600		AB	April 2021
Manipulatives to support maths skills.	<ul style="list-style-type: none"> Purchase additional manipulatives for KS1 to support learning at home. 	<i>see below</i>		JT	March 2021
Consolidate class learning and address gaps in reading fluency, comprehension and recall of maths facts.	<ul style="list-style-type: none"> Existing TAs redeployed for interventions Support increased usage of Accelerated Reader (TAs) 	n/a		AB & JT	
Younger pupils develop confidence in basic operations and can confidently use manipulatives or pictorial representations to assist their calculations Children have greater access to maths manipulatives to support our CPV approach and are skilled at using the resources to aid their calculations Pupils develop stronger skills in number facts and times tables fluency Quality of teaching and learning of fractions, decimals and percentages improved.	<ul style="list-style-type: none"> Purchase of maths manipulatives – numicon, rekenrek, dienes, etc. Staff training in teaching the use of manipulatives to support mathematical understanding. 	£500 n/a staff mtgs		JT	March 2021 April 2021
All pupils develop age appropriate reading skills, are exposed to a breadth of genres and enhance their comprehension skills	<ul style="list-style-type: none"> Purchase of “spine” of texts for each year group (JW) Increased monitoring of AR Star Tests and quizzes Focused guided reading sessions 	% of cost £100 n/a		AB	April 2021
Pupils develop writing skills and stamina appropriate for their age.	<ul style="list-style-type: none"> Staff training in updated Talk4Writing Handwriting interventions with TAs Variety of stimuli used for extended writing tasks 	n/a staff mtgs <i>see below</i> £273.00		AB & JW	Summer 2021

	<ul style="list-style-type: none"> Release time for staff to observe experienced and highly skilled teachers 	£600			
Developing new approach to differentiation in classroom learning	<ul style="list-style-type: none"> Purchase of teacher resources – <i>The Inclusive Classroom</i> Peer-to-peer support/development of the strategies suggested 	£200		SD	April 2021
Additional TA time for above and below #		£5565			
Pupil assessment and feedback					
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.	<ul style="list-style-type: none"> Additional TA hours as identified above to address gaps in maths knowledge Term-by-term reading and writing expectations shared with teachers to enable them to easily identify those who are not on-track. Writing moderation meetings scheduled. Gaps in writing attainment tracked, and whole-school writing 'journey' to be amended, with CTs working with English leads) Additional SENCo time (assessments and set-up the assessment of it) 	<p>see above#</p> <p>n/a</p> <p>n/a staff mtgs</p> <p>n/a staff mtgs</p> <p>n/a</p>		JT AB & JW SD	April 2021
Transition support					
a) Children who are joining school from different settings or who are beginning their schooling have an opportunity to become familiar and confident with the setting before they arrive.	<ul style="list-style-type: none"> Transition meetings via zoom Transition school visit sessions in late summer term in smaller groups New pupil tours arranged after school day 	n/a		SD	July 2021
b) Year 4 to Year 5	<ul style="list-style-type: none"> Pastoral TA (mental health lead) from UKS2 meet with Year 4 TAs to identify those pupils requiring additional support and plan their transition package Transition packs for specific pupils UKS2 TA to spend time with year 4 class 	n/a		JT	July 2021
c) UKS2 Transition – pupils leaving us in Summer 2021 to move on to secondary schools have support available to prepare for their transition as they have had few opportunities to visit local schools when they were in Year 5 than previous cohorts have.	<ul style="list-style-type: none"> Parents Facebook page set up by secondary school Liaison zoom meeting between Year 6 & Year 7 teachers Video tours provide by secondary school viewed in school with their Year 6 teachers Zoom assembly by secondary staff Teams / zoom pupils & parents and secondary teachers 	n/a		JT	July 2021

	<ul style="list-style-type: none"> • 1:1 tour for SEND & vulnerable (subject to Covid restrictions) • School bubbles to visit for the day (subject to Covid restrictions) 				
b) Targeted approaches					
<i>Desired Outcome</i>	<i>Chosen Approach</i>	<i>Anticipated Costs</i>	<i>Impact Review</i>	<i>Staff Lead</i>	<i>Review Date</i>
Class teachers - undertake gap analysis of R, W & M to identify SMART objectives for tuition and intervention sessions ** NB –Tuition and Intervention Programmes will be reviewed at the end of each approx. 6 week block and summarised at the end of the academic year.					
1-to-1 and small group tuition					
Identified children will have significantly increased rates of reading fluency, writing stamina and basic English skills. Identified children will have significantly increased rates of mathematics basic skills, reasoning and fluency and additional teaching input will reinforce their application of number. NB – catch up Tutoring and Intervention Programmes will be reviewed at the end of each block and summarised at the end of the academic year.	Qualified teacher to provide catch up tutoring, working in targeted year group (Autumn 1 & 2 - 2020 One full day a week.	£ 5200		AB	Jan 2021
	Qualified teacher to provide catch up tutoring, working in targeted year group (Summer 2 - 2021). One full day a week				Mar 2021**
	Qualified teacher to provide catch up tutoring, working in targeted year group (Summer 1 & 2 - 2021) One afternoon a week	£2300		AB	Mar 2021**
	HLTA to provide catch up tutoring in Y3 phased increase in days over autumn term to 3 afternoons in Spring & Summer Additional sessions are from already allocated Year 3 from existing HLTA hours	£2704 n/a		AB	Mar 2021**
	Additional teaching assistants timetable to release qualified and experienced teaching assistants who already work within the year group and who know the children well. Tuition PoS will be coordinated by the class teacher to allow very targeted support on key criteria, linked closely to in-class support and short follow up sessions should misconceptions be identified. Varied by year group	£4930		AB	Mar 2021**
Intervention programmes A variety of intervention programmes are already underway with more planned for the near future. These will be needs driven as we identify gaps in learning and understanding in the course of school assessments and day-by-day teaching					
Dyslexia Pupils with a diagnosis of dyslexia continue to receive support	Beat Dyslexia and other similar interventions provided by additional TA hours (remotely during isolations)	n/a		SD	March 2021**

Children with SEND An appropriate intervention to support the literacy and numeracy skills of those on the SEND register and those at risk of falling behind.	Review of provision and pupil passports	n/a		SD	April 2021
Challenge and extension support To support and challenge the maths of the most able, enabling them to achieve their potential.	Developing independence and reasoning skills in the most able mathematicians. Purchasing Rising Stars 'Maths More Able in Action' ? JT to research	<u>£150</u>		JT	April 2021
Securing positive Mental Health across the school Whole school approach and understanding to supporting children's Mental Health and Wellbeing, Using a common approach and language.	Recruitment and deployment of additional ELSA (5 mornings a week) from Summer term 2021	<u>£4100</u>		SD	May 2021
Extended school time Identified children are able to access a weekly catch-up club after school. The attainment of those identified children improves and effect of lockdown is becoming negated.	Small group intervention after school with a teacher and TA per club (x2 per week) and snacks for the children is made available.	<u>£2360</u>		JT	June 2021 **
c) Wider Strategies					
<i>Desired Outcome</i>	<i>Chosen Approach</i>	<i>Anticipated Costs</i>	<i>Impact Review</i>	<i>Staff Lead</i>	<i>Review Date</i>
Supporting parents and carers					
Children will have greater opportunities to access learning at home.	Additional online learning resources will be purchased, such as Times Tables Rockstars, Spelling Shed, Mathletics, Phonics Play	% of cost <u>£253</u> (Rest topped up from subject budgets)		JT	May 2021
Access to technology					
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. 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.	Purchase and configure 15 tablets and a charging station, to enable more pupils to access digital interventions.	<u>£4,200</u>		JT	May 2021