



# Catch-Up Premium Plan

## Gorse Covert Primary School



Summary Information
School – Gorse Covert Primary School
Academic Year – 2020-2021
Total Catch-Up Premium - £22,160
Number of pupils - 265

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. 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>	
Use of funds	EEF Recommendations
<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><b>Teaching and whole school strategies</b></p> <ul style="list-style-type: none"><li>• Supporting great teaching</li><li>• Pupil assessment and feedback</li></ul> <p><b>Targeted approaches</b></p> <ul style="list-style-type: none"><li>• One to one and small group tuition</li></ul> <p><b>Wider strategies</b></p> <ul style="list-style-type: none"><li>• Supporting parent and carers at home</li><li>• Access to technology</li><li>• Summer support</li></ul>

## Identified Impact of Lockdown

<b>Maths</b>	Baseline testing data shows children have returned with below entry level attainment in all year groups. There are gaps in children's learning and content coverage for each year group due to school closures in March 2020. In addition to this, there has been a notable decrease with mathematical confidence from many children, probably as a result of a lack of maths, specifically maths fluency, activities between March and September. Despite continuing to teach from our chosen scheme, Power Maths, not all children engaged on a daily basis, there was less live teaching and so significant gaps were highlighted when returning in September. Plugging those gaps for children is essential.
<b>Writing</b>	Perhaps the largest impact upon writing due to lockdown was children's stamina for writing due to a lack of opportunities to write extended pieces. Autumn 2020 baselining shows much higher percentages of children working significantly below end of year age related expectations compared to previous years. Spelling has been noted by teachers as a development point, probably due to many spellings not being taught.
<b>Reading</b>	The school used Bug Club as a resource to facilitate home reading in the 2020 lockdown. Individual reading at home was generally good. What children seemed to have really missed out on was the quality questioned that would have been asked during guided reading sessions to really develop children's comprehension strategies and skills. This is an area we need to work on in terms of catch-up when children are in school. Particularly in infant classes and with SEND, children's fluency when reading has also regressed. In normal circumstances, the school would have had parent helpers in regularly to hear children read daily. Due to the pandemic, this has not been able to happen.
<b>Non-core</b>	The provision of non-core subjects was generally very good during the first national lockdown but will staggered starts in the summer term and less children in school, coverage was patchy. Even when work was provided it was not all completed. There are significant gaps in coverage and understanding which needs be taken into account in future years.

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

## 1. Teaching and whole-school strategies

**Staff Lead** – Senior Leadership Team

<b>Desired Outcome</b>	<b>Chosen approach and anticipated cost</b>	<b>How we will assess the impact</b>	<b>Impact (once reviewed)</b>
<p><b>Supporting great teaching:</b> Improved teaching of reading and writing across the school</p> <p>Embed Maths Mastery across the school</p>	<ul style="list-style-type: none"> <li>• Audit English curriculum for quality writing opportunities</li> <li>• Audit English curriculum for quality Reading texts and rich vocabulary</li> <li>• Embed assessment procedures so that gaps are highlighted and worked upon</li> <li>• Audit Guided Reading to ensure quality questions that cover all reading skills</li> <li>• Focus on key vocabulary and stem sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Writing assessment including whole staff moderation, termly</li> <li>• Reading data</li> <li>• Maths data</li> </ul>	
<p><b>Teaching assessment and feedback</b> Children will be baseline assessed in mid-late September within Reading, Writing, Maths and phonics.</p> <p>Children requiring catch up support will be identified from these assessments</p>	<ul style="list-style-type: none"> <li>• Baseline assessments in mid-late September using NFER.</li> <li>• Termly NFER assessments</li> <li>• Baseline assessments to take place for phonics in September 2020 and another screening in late November.</li> <li>• In the event of another lockdown, remote teaching options will take into account the ease of providing timely and effective feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• We will assess pupils on a termly basis in reading and maths using NFER tests</li> <li>• Teachers will monitor progress of pupils in all age groups using assessment data from March 2020, September 2020 (baseline) and December 2020. This will then repeat on a termly basis or more frequently if needed.</li> </ul>	
	<b>Total Budgeted Cost</b>	<b>£0 (costs already accounted for)</b>	

## 2. Targeted Approaches

**Staff Lead – Catherine Cooke**

<b>Desired Outcome</b>	<b>Chosen approach and anticipated cost</b>	<b>How we will assess the impact</b>	<b>Impact (once reviewed)</b>
<p><b>One to one and small group tuition</b></p> <p>Children identified as requiring additional support (using baseline assessments) will receive small group / one to one tuition to address specific gaps in their learning as required.</p> <p>National Tutor programme to support pupil premium children who require specific catch-up work</p>	<p>Qualified teacher used for catch-up support in Y5/6 (2 days per week for 2 terms) £10,646</p> <p>National Tutoring programme for pupil premium children £135 per day (2 days per week for 10 weeks) £2700</p> <p>TAs will also be used to run additional catch-up programmes for some children as and when required, especially during and after class isolations.</p>	<p>Data before and after interventions.</p>	
<p><b>Bespoke programmes for progress</b></p> <p>Reading and maths programmes that assess children’s baseline skills and then allow bespoke sessions to focus on their individual ability.</p>	<p>Maths Flex £1250</p> <p>Reading Plus licences £1,345 per year for 3 years</p> <p>Reading Eggs Y1 £330</p> <p>MyMaths £410</p> <p>Lexia £1500 per year for 3 years</p>	<p>Monitoring of individual progress on these programs.</p> <p>Monitoring the overall impact of these programs on overall progress through end of term/year data.</p>	
	<b>Total Budgeted Cost</b>	<b>£18, 181</b>	

### 3. Wider Strategies

Staff Lead – Catherine Cooke

Desired Outcome	Chosen approach and anticipated cost	How we will assess the impact	Impact (once reviewed)
<p><b>Supporting parents and carers at home</b></p> <p>In the event of another national lockdown:</p> <p>Each class has every child accessing a live (Zoom or Google Meet) session each day. Additional live sessions are provided for children who need additional support. Wherever possible, lessons include a verbal instruction or pre-recorded lesson that can be accessed by parents and/or children.</p> <p>Each child is submitting their learning via Google Classroom and this is used to provide feedback by the teacher.</p> <p>Reception, Year 1 and Year 2 also access a recorded phonics session daily.</p> <p>Parents have a device per child at home to increase engagement with learning, supported by school.</p>	<p>Remote learning policy and expectations.</p> <p>Regular communication during remote learning periods.</p>	<p>Teachers will provide feedback on all remote learning via Google Classroom. This will form part of the formative assessment process and inform judgements on progress and the impact on spending.</p> <p>NFER assessments will also provide a summative assessment overview of progress.</p> <p>Parent surveys</p>	
<p><b>Access to technology</b></p> <p>Children and staff across the school are able to access technology (and devices) to support teaching &amp; learning</p> <p>Children can access feedback and support from their teacher during periods of absence due to Covid-19.</p>	<p>Purchase of additional laptops and webcams for teachers to support remote learning.</p> <p>Systems put in place for loan of devices to children: user agreements and logs of loaned devices in place.</p> <p>Remote learning plans and policies to be put in place to outline our remote learning offer.</p>	<p>As above</p>	

<p>Multi child households can access additional support programmes simultaneously to facilitate learning in school.</p> <p>Children’s engagement and participation in learning increases both in and out of the classroom.</p>	<p>Chromebooks purchased to ensure that all children who do not have access to a device are able to use a school device. £3,582</p> <p>All pupil premium will be provided with a device if they do not have one at home.</p>		
	<b>Total Budgeted Cost</b>	<b>£3,582</b>	
	<b>Total cost</b>	<b>£21,582</b>	