

THAMESIDE PRIMARY SCHOOL

Catch-Up Premium Plan 2020-2021

Summary Information		
Date: 2020-2021	Total Catch-Up Premium: £14,080	Number of children: 176 (R-Yr6)

Context
<p>Following the closure of schools in March 2020, many children returned to school in September 2020 having missed out on several months of schooling. Although children continued learning at home, experiences of learning during this time was very varied and depended on access to adequate devices and internet capacity, adult support available, access to a suitable learning space. The consequences of the Covid-19 pandemic have had an impact on all children, but particularly for those from disadvantaged families. Closing the gaps in both learning as well as emotional and social needs will need a focused response over time.</p> <p>This document provides a summary of the additional support and resources that will be implemented to help close the gaps resulting from school closure and the wider issues of lockdown and the pandemic.</p>

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' 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 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.</p>

Use of Funds	Education Endowment Foundation (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. 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><u>Teaching and whole school strategies</u></p> <ul style="list-style-type: none"> - Supporting great teaching - Pupil assessment and feedback - Transition support <p><u>Targeted approaches</u></p> <ul style="list-style-type: none"> - One to one and small group tuition - Intervention programmes - Extended school time <p><u>Wider strategies</u></p> <ul style="list-style-type: none"> - Supporting parent and carers - Access to technology - Summer support

Identified impact of lockdown and further self-isolation periods	
Emotional health and well-being	While most children were very happy to return to school a significant number are displaying anxiety about the return to school. Some children have found it difficult to get used to the changes in the way the school is now operated. Further anxiety is also being caused by ongoing disruption in school due to children and staff self-isolating. We have found that since the return in September children have needed support with being able to play together and in managing conflicts that arise. The school has had to focus on being kind to each other and reminding children what to do when they don't get along with their peers. We have seen a dramatic fall in children's self-confidence and in their resilience.
Reading	The amount children accessed reading during lockdown varied considerably. Fluency and phonics assessments carried out in September identified gaps in phonics and that children had become less fluent in their reading. The gap between those children that read widely and those children who did not, is now increasingly wide, particularly for the bottom 20% of readers. For children who had good levels of fluency we have seen a reduction in their reading stamina.
Writing	Children haven't necessarily missed 'units' of learning in the same way as in other subjects, but we have noticed that children are reluctant to start writing tasks and writing stamina has suffered. The majority of children didn't write much during the school closure. We have seen an impact on children's lack of use of basic punctuation and grammar in their written work.
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of learning journeys. Some children have returned to school with their positive attitude to maths intact, whilst others are showing lack of confidence and a reluctance to engage when new work is introduced. 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 teachers' assessments. During remote learning many children focused on practising aspects of maths they were more familiar with, this has had an impact on children's problem solving and reasoning skills.
Other subjects	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 links between concepts and themes throughout the curriculum. Subsequent lockdowns in November and January have meant units of work have had to be amended due to restrictions e.g. completing fieldwork in Geography. Children have also missed out on many curriculum experiences e.g. trips, visitors, performances and other powerful curriculum moments.

Support strategies			
1. Teaching			
Desired outcome	Chosen approach	Impact (once reviewed)	Review
Consistent use of quality first teaching – All teachers using the school teaching and learning strategies to ensure teaching meets the needs of all children through: engaging children in learning; use of formative assessment to identify gaps and plan subsequent teaching; differentiation.	Use 'Thameside 12' to ensure consistent approach to teaching and learning. Reviewed in staff meeting.	Teaching and learning meets the needs of all children enabling children to close the gaps resulting from missed schooling.	Termly
Individual targets for reading, writing and maths in place for all children	Initial targets identified with out going class teacher and in place for September 2020. Reviewed when targets are achieved and/or at each assessment point	Identified gaps are closed.	Termly

When planning teachers to make provision for missed units of learning in science, computing and the foundation subjects	Teachers review and amend medium term plans to take account of missed learning.	Books show a clear progression in the teaching & learning of a unit; prior knowledge is built upon.	Termly
Children receive specific feedback to identify successes and next steps.	Review of marking and feedback policy. Use of 'tickled pink' to identify successes and 'green to grow' for improvements	Books show improvement comments have been acted upon.	Dec 2020
Identify 'non-negotiables' to be used in classes to address issues with e.g. presentation, handwriting, punctuation and spelling.	Regular staff meetings to identify gaps in learning and to provide training for teachers/TAs and to review school procedures.	'Non-negotiables' are consistently followed up by teachers and TAs	Dec 2020
Identify the needs of each cohort, groups and individuals within each cohort and the provision required to address the gaps in learning	Termly Pupil Progress meetings with class teacher, SLT and SENDCo to agree actions and any intervention needs	Actions identified and strategies in place for individuals and groups in all classes.	Termly
'Learning to Learn' expectations with a particular focus of improving resilience.	Each class to review 'Learning to Learn' expectations and use of the 5Rs with a particular focus of improving resilience to re-establish good learning habits.	Use of the 5Rs and improved resilience enable children to persevere with their learning.	Dec 2020
Children treat others with kindness and use school strategies for managing conflicts	Use of class assemblies and PSHE sessions to review expectations for being kind go through school strategies for dealing with conflicts and managing bullying.	Strong peer relationships re-established. Children able to use strategies to manage disagreements.	Dec 2020
2. Targeted approaches			
Same/next day catch-up for gaps identified in lessons	TA support for children identified in lessons (school 'label' strategy).	Issues identified during lessons/markings are addressed.	Ongoing
Phonics catch-up in KS1	Additional TA support for daily phonics in KS1. 1:1 and small group phonics sessions.	Children meet expected phonics requirement by end of KS1.	Dec 2020 July 2021
Additional teacher support for identified groups	PPMs used to identified groups/cohorts where additional support is needed	End of year assessments show gaps have been reduced.	July 2021
After school maths group for identified children in Yr 5 and 6	Weekly after school sessions for children identified through teacher assessment.	Gaps in maths learning are reduced.	July 2021
Build confidence and fluency in reading	Book Quest intervention for Yr 3/4	Children on track for ARE in reading	July 2021
Provide access to appropriate reading books at home during lockdown and for home reading	Oxford Owl (levelled reading books) Epic (cross curricular links and non-fiction books)	End of year assessments show gaps in reading fluency and comprehension are reduced.	July 2021
Provide access to appropriate level spelling activities at home during lockdown and for homework	Spelling Shed Phonics Play	End of year assessments show gaps in phonics and spelling are reduced.	July 2021
Provide access to appropriate level maths activities at home during lockdown and for homework	TT Rock Stars Maths Frame	End of year assessments show gaps in maths learning are reduced.	
3. Wider strategies			
<ul style="list-style-type: none"> Regular PSHE sessions on a range of personal, social and emotional issues and daily check in using Zones of Regulation Shared language across the school for managing behaviour issues and for dealing with peer disagreements. 			

- Weekly staff meetings throughout lockdown to discuss and support teachers with remote learning provision.
- Social groups set up to support children with their peer relationships, concerns or anxieties
- HSLWs available to provide children with 1:1 space to discuss any worries/concerns
- Supporting parents and carers:
 - Children will have greater opportunities to access learning at home through: use of TEAMs; provision of devices; help with accessing the internet.
 - Remote learning provision made taking into account age of children, adult support required, understanding adults may need to be working at home as well as supporting home learning
 - Twice weekly phone calls during lockdown to support parents/carers as well as maintaining contact with children
 - HSLWs available to support parents/carers by e.g. regular phone calls, providing support with foodbank, accessing local charity provision
 - Relaxing uniform requirements

Use of funds		
<i>Additional funds will be allocated from the catch up budget following assessment points and PPMs</i>		Cost
Additional teacher one day a week to support groups in phonics, reading, writing and maths	Groups identified through PPMs	£4,638
Additional TA support for small group/1:1 catch up sessions and additional social groups - 2 x after school maths groups - additional phonic/reading groups KS1 - additional support in Yr3/4		- £468 - £1,092 - £1,872
Reading catch-up	Book Quest sessions in Yr 3/4	£441
Access to levelled e-books for remote learning and for reading at home	Oxford Owl subscriptions	£500
Access to phonically decodable early reading books for remote learning and at home	Oxford Owl subscriptions	£200
Spelling practice to keep skills sharp during remote learning and for homework	Spelling Shed subscription	£150
Maths practice to keep skills sharp during remote learning and for homework	TT Rock Stars subscription	£120
	Maths frame subscription	£100
Phonics practice for remote learning and for reading at home	Phonics Play subscription	tbc from April 2021
	TOTAL	9,581 (to March 2021)