



Catch-Up Premium Plan Salesbury Church of England Primary School

Summary information

School	Salesbury Church of England Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£12600	Number of pupils	270

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 among those hardest hit. The 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 11. This will be paid in three tranches.

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](#).

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.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- ☐ Supporting great teaching
- ☐ Pupil assessment and feedback
- ☐ Transition support

Targeted approaches

- ☐ One to one and small group tuition
- ☐ Intervention programmes
- ☐ Extended school time

Wider strategies

- ☐ Supporting parent and carers
- ☐ Access to technology
- ☐ Summer support

Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Areas of mathematics which are taught in a spiralled curriculum have not been secured.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. While a full mathematics curriculum has been offered during lockdown, this has not always been widely accessed and home learning has sometimes understandably focused on areas of maths to be practised rather than learned.</p>
Writing	<p>Children have not had the same experiences of our writing process as we move from immersion to writing. Some children have also lost some writing stamina as they have accessed greater learning online. Specific knowledge in grammar and punctuation has not been consolidated or applied and this area varies enormously within cohorts. This leads to a lack of fluency in writing.</p>
Reading	<p>Many of our children have continued to access reading during lockdown and have greatly benefited from a rich access to books within many of our homes. Children have also frequently accessed e-books. Children's wider book talk is less secure and some classic, higher-order books have not been accessed as children have read for pleasure. A pocket of children have lost the rhythm and fluency of reading high frequency words.</p>
Non-core	<p>An alternative curriculum was provided during lockdown so children could still access a broader range of subjects and curriculum. This has differed from our usual curriculum map. We are therefore adapting our curriculum map this year in response to identified learning needs and ensuring children may access pre-requisite knowledge and vocabulary, making connections between concepts and themes throughout the curriculum. Children have also missed out on the many curriculum experiences which are a core part of our curriculum e.g. trips, visitors, outdoor learning and powerful curriculum moments.</p>

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>The foundation subjects will be planned with detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Updated progression maps and revised Knowledge Organisers and Key Vocabulary will be revised. The school's curriculum will be reviewed in real time so it is most responsive to the needs experienced at that time.</p>	<p>Headteacher, as Curriculum Leader, will review curriculum offer through the year, update progression maps and assign new teaching.</p> <p>Teachers will review Knowledge Organisers and raise the profile of essential vocabulary within Tier 2 and Tier 3.</p> <p>Time will be allocated within staff training and Inset to share this approach</p> <p>Curriculum leads will support colleagues and monitor effectiveness.</p> <p style="text-align: right;">(£450)</p>		CB	
<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. Aspects of learning will be assessed and analysed so we can review gaps and target teaching appropriately. In-class interventions and use of the Teaching Assistants will be used to address these gaps</p>	<p>Interventions will be reviewed and implemented within the year.</p> <p>A greater focus on feedback at the point of learning and teachers and teaching assistants working to immediately or as soon as possible to respond to need.</p> <p>Registration Tasks will ensure the review and practise of basic skills</p> <p>Teachers will liaise with parents so they can support with identified gaps from daily teaching. Achievable targets will be shared within a termly report and discussed via Online meetings</p> <p style="text-align: right;">(£ existing budget reallocated)</p>			

<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling will have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>A virtual Open Day of Salesbury Church of England Primary School has been created and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with new families to replace the usual home visit which will respond to individual needs and concerns.</p> <p>A Welcome Pack including a Welcome to Salesbury Teddy Bear has been door-step delivered to new families to replace the usual Teddy Bears Welcome Picnic</p> <p>Parents Meetings will be conducted online and a reviewed termly report will be sent to parents</p> <p style="text-align: right;">(£200)</p>			
Total budgeted cost				£650

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and prosody. 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>	<ul style="list-style-type: none"> Daily Reading with TA or Teacher Small Group Reciprocal Reading with class teacher 4 x 30 minutes weekly IDL to support individual children Implementation of Whole Class Reading – planned by HT & AHT for the Whole School to address analysed gaps and encourage fluency and prosody 			

	<ul style="list-style-type: none"> Serving teacher of the school has been employed an additional half-day per week to provide small group and individual support in phonics and literacy within Y2 and Y3 <p style="text-align: right;">(£3987) (£2730)</p>			
<p><u>Intervention programme</u></p> <p>An appropriate mathematics intervention, supports identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<ul style="list-style-type: none"> Daily Hands-On Maths teaching basic skills with the use of manipulatives delivered by Teaching Assistants Serving teacher of the school has been employed an additional half-day per week to provide small group support in mathematics for children in Years 4-6. Will address gaps informed by class teachers Mathematics Mentoring to be provided in Spring 1 2021 – 4 x 30 minute weekly support by class teacher. <p style="text-align: right;">(£2448) (£2730)</p>			
<p><u>Small Group Support</u></p> <p>Provision in the school's Learning Lounge is adapted to meet the current holistic needs of children.</p>	<ul style="list-style-type: none"> TAs are deployed to support learning and provide Daily Nurture Group, Intervention in spelling, manipulatives, direct instruction, Words First, Clicker, Science topic, phonics, life skills, reading and flashcards, history topic, practical writing, mentoring, girls' maths, sensory circuit, music, relaxation, team work and wellbeing, PSHE, grammar <p style="text-align: right;">(additional £3000 on current budget)</p>			
<p><u>Extended school time</u></p> <p>Identified children are able to access a weekly catch-up club in Spring 2021. The attainment of those identified children improves and effect of</p>	<ul style="list-style-type: none"> Some KS2 staff and Headteacher to provide Catch Up Booster in Spring 2021 to enable current Y6 to close 			

lockdown is becoming negated. Parents are supportive of the club and understand the identification process.	<p>gaps in grammar, spelling and mathematics</p> <ul style="list-style-type: none"> Some KS2 staff and Headteacher to provide Catch Up Booster in Summer 2021 to enable current Y5 to close gaps in grammar, spelling and mathematics <p style="text-align: right;">£1200</p>			
Total budgeted cost				£16095

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>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.</p> <p>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>	<p>Learning Platform to be set up in Autumn 2020 using DfE grant for Microsoft Teams – this is being provided by SoftCat.</p> <p>This will supplement/replace the daily videos currently offered.</p> <p>Daily liaison will ensure children have access to appropriate stationery etc.</p> <p>Class Teachers will provide daily engagement via Class Web Pages and Class Facebook pages and individual support via email and Tapestry.</p> <p>Children will develop proficiency and independence in school as teachers will ensure all children can log on to IDL (Where appropriate) My Maths, Spag.com, LbQ,</p>			

	TTRockstars supporting access and independence at home £3295.68			
<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. Teachers have laptops/lpads 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.	3 additional Chromebooks have been provided for use by children with EHC plans who require Clicker access which can be used at home or school £645.00 £1000.00			
Total budgeted cost				£21685
				Cost paid through Covid Catch-Up
				£12600
				Cost paid through charitable donations
				£0
				Cost paid through school budget
				£9085