



Catch-Up Premium Plan 2020-21 Parkgate Primary School 'The Futures Trust'

Summary information					
School	Parkgate Primary School 'The Futures Trust'				
Academic Year	2020-21	Total Catch-Up Premium	£50,244	Number of pupils	641

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

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. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</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. This is reflected in arithmetic assessments.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected.</p>
Non-core	<p>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 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.</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 subject 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.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and phonics. This supports all children as necessary.</p> <p>Enhanced reading provision including additional time dedicated to developing key skills and fluency</p>	<p><i>Additional time for teachers to research and plan non-core subjects is allocated through weekly dedicated year group CPD time</i> (£0)</p> <p><i>Purchase additional manipulatives for EYFS/KS1 initially. E.g Phonics – Magnetic boards, letter packs, flash cards Maths – individual practical resource boxes (COVID requirement), place value cards, capacity equipment</i> (Maths - £2500) (Phonics - £1000)</p> <p><i>Additional reading time both group and individual supported by the purchasing of additional and supplementary reading materials (ZPD 2.0 – 4.0 books and myON)</i> (KS1 Books - £1500) (KS2 Books - £4000) (myON - £5500)</p>		<p>ZR/BH/CF</p> <p>GC/CA/BC</p> <p>BW</p>	<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.</p>	<p><i>Purchase and implement DYNAMO. A specific assessment and intervention tool for children with Special Educational Needs. Complete assessments to identify gaps in learning and provide individualised, targeted learning activities.</i> (Initial outlay - £500) (Additional 30 licences and assessments - £2500)</p>		<p>BC</p>	<p>July 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling at Parkgate have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>Welcome packs including photographs of learning areas and key staff were published, printed and posted out with all new-starters in Nursery and reception.</i> (£400)</p>		<p>JC/CA</p>	<p>Ongoing</p>
Total budgeted cost				£ 17900

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency and comprehension. 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.	Recruit 2 x Teach First academic mentors. One to work across Years 3 and 4 and the other to work across Years 5 and 6. (£11000)		ZR/BH BW/LA	Feb 21 Feb 21
<u>Intervention programme</u> A robust maths additional group intervention set up for 3 classes across Year 6, supports those identified children in reinforcing their understanding of basic maths skills and application of number to support them in reaching age related expectations at the end of Year 6.	A targeted planned delivery is in place developed by school based maths expert. (Inclusive of entry and exit data). (£500)		BH/LA	July 21
<u>Extended school time</u> To be explored once children are settled and assessments have been completed and analysed.	Targeted children accessing appropriate after, or before, school provision. (?)		ZR/BH	Ongoing
			Total budgeted cost	£11,500

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>Support groups set up to support vulnerable families in both accessing home learning and coping with mental health and well-being.</p>	<p>Revise iPad set up costs for 1:1.</p> <p style="text-align: right;">(£5000)</p>		BH	Feb 21
	<p>Home-learning paper packs are printed and ready to distribute for all children who require them. E.g. self-isolators.</p> <p>Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</p> <p style="text-align: right;">(£500)</p>		All Staff	Feb 21
	<p>Clinical psychologist to set up webinars around: Bereavement, financial issues, routines, DV, parenting / behaviour concerns</p> <p style="text-align: right;">(£3000)</p>		ZR/BH/Dr George	
<p><u>Access to technology</u></p> <p>Children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities when at home.</p> <p>Teachers have iPads that facilitate effective home-learning with increased capacity to share resources and communicate learning to children and parents through Tapestry and Seesaw.</p>	<p>Chromebooks received through the DfE are to be used to further support online access to resources for the children accessing learning from home.</p> <p style="text-align: right;">(0)</p>		BH/IT team	Feb 21
	<p>Purchase 20 iPads to be allocated to teachers.</p> <p style="text-align: right;">(£5500)</p>		BH/IT team	Feb 21
<p><u>Summer Support</u></p> <p>To be reviewed</p>	<p>Potentially for current Year 5s</p>		ZR/BH	
Total budgeted cost				£ 14,000
			Cost paid through Covid Catch-Up	£43,400
			Cost paid through school budget	£

