

Catch-Up Premium Plan



Summary information					
School	Fir Tree Primary & Nursery School				
Academic Year	2020-21	Total Catch-Up Premium	£14,400	Number of pupils	207

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 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 11.

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. Pupils still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Pupils did continue to access Maths at home, following the White Rose Hub curriculum, which continued with the Mastery Approach and consolidation of skills and knowledge. Recall of basic skills has suffered: children are not able to recall addition facts and times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. The need to focus of place value and the four operations has been imperative across all year groups.</p> <p>Key priorities to address this term?</p> <ul style="list-style-type: none">• <i>To ensure that place value is secure in each year group before moving on – this may well take longer than normal, but it is fundamental this is secure to build upon.</i>• <i>The use of STEM sentences to support fluency and understanding (linked to Oracy/English)</i>• <i>To focus on and use mathematical vocabulary, displaying this on the maths learning board.</i>
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. This is evident across the school. In particular GPS specific knowledge has suffered, along with lack of <i>fluency in writing</i>, stamina, handwriting and vocabulary. <i>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.</i> Modelling and scaffolding is required going forward. The whole school will be employing the Write Stuff Approach to target gaps and to narrow accordingly.</p> <p>Key priorities to address:</p> <ul style="list-style-type: none">• <i>Improve outcomes in writing - ensuring that all staff understand a 'Write Stuff' system and are using this to teach writing composition as well as SPAG</i>• <i>Closing the vocabulary/speaking and listening gap</i>
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. In particular children still working through the lower phonics stages have not progressed as they would have, especially in year 1. Where gaps have widened and pupil are not making progress with phonics different strategies and interventions are required.</p> <p>Key priorities to address:</p> <ul style="list-style-type: none">• <i>Improving reading outcomes - securing the use of Whole Class Guided Reading from Year 1 to 6 – introducing staff to online access of new reading scheme</i>• <i>Closing the vocabulary/speaking and listening gap</i>

Non-core	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.
Curriculum	During lockdown there was varied engagement with home learning: some children accessed the materials shared through thorough weekly home learning that was set. This was accessed via the school website and addition paper packs were provided for some families to collect. There are gaps in progression of topics and keys skills and learning across all year groups in most foundation subjects.

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?
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.	Purchase and implement the WRH Assessments and SWST Spelling tests. Complete termly tests and record assessments on Insight to track performance. (£100)		NP/RS	Feb 21
Progress is accelerated term by term to ensure pupils are able to access age appropriate learning resources and teaching/learning. Majority of children to be at, or above age Related expectations by end of Summer term 2021.	Reading, Writing and Maths assessments made in September 2020 will identify children in need of further targeted support. 15 min daily interventions with class based targeted support for identified pupils – basic skills nurturing and development. White Rose Hub Mastery approach to develop pupils fluency and reasoning (£100) Write Stuff Approach to Literacy to develop pupils fluency and vocabulary. Targeted support from Third Space Maths as part of the National Tutoring Programme (£3810)		LW	Feb 21
Improved spoken language ability and understanding of children in classrooms applying their language skills to enable them to	Focus the spoken language ability of children in reception classrooms. And undertake the NELI Project, targeting children with relatively poor spoken		CH/NP	Mar 21

progress with the curriculum. Build the foundations of oracy teaching and learning and meet the Teacher Oracy Benchmarks.	language skills. Join the Local Authority Oracy Project Stage 1 (£1500)			
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. 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 this supports.	Additional time for teachers to research and revise non-core subjects. Focus on how to introduce key vocabulary and development of key skills. (£182.3 x 40 = £7292 - 1xday of staff time each week of academic year) Purchase additional manipulatives for EYFS/KS1 initially. (£250)		LW RS	Feb 21 Jan 21
All pupils will have been supported in transitioning back to school. Particular challenges for pupils starting back and/or a new school after the disruptions caused by Covid-19 addressed. Pupils settle back into school and routines and feel safe and ready to learn.	<i>When the children returned we focused on supporting reintegration back into school life and routines through Covid JIGSAW and having a heavy pastoral focus; We hosted an early parents evening in Autumn Term 1 to inform parents of pupil progress We sent supporting material home to help with the transition back to school.</i>		LW/SB	Dec 20

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
All pupils attend school and are punctual	<ul style="list-style-type: none"> • Clear transition timetable back into school • Regular well being check ins for pupils, including questionnaire in term 1 • Well- being focus across the school with a team in place including: Well being Lead, PSHE Lead and Pastoral Lead (Attendance) 		LW	Dec 20

	<ul style="list-style-type: none"> • Whole school attendance focus- through comms, targets and meetings • Where families have needed extra support to improve attendance the School nurse and Trust EWO have been used to support families. <p style="text-align: right;">(£1008)</p>			
Gaps identified swiftly and identified for interventions either 1:1 or in small groups. On the whole this will be delivered by TAs and supported and facilitated by class teachers, with impact being monitored. Where gaps are wide, tuition will be delivered by a qualified teacher to have a high impact during the Autumn Term.	<p>One to one and small group tuition</p> <ul style="list-style-type: none"> • Phonics zapping • Rainbow Reading • Talking Partners • Specific Maths Interventions • Specific Writing Interventions • ECAT • Specific Reading interventions, including Rainbow Reading • Nessy 		LW	Dec 20
Gaps narrowed from missed learning so that children are worked at age-related expectations, particularly in Year 6.	<p>Year 6 Booster Sessions</p> <ul style="list-style-type: none"> • In addition to quality first teaching daily, pupils will attend weekly English and Maths boosters to revise and plug gaps in learning 		NP	Jan 21
Pupils are meeting age related expectations in reading and strategies are developed to enable them to read fluently and decode competently whilst developing their comprehension skills.	<p>Rainbow Reading Intervention Scheme</p> <ul style="list-style-type: none"> • Pupils from Year 1 upwards identified from baselines and initial assessments. • Investment in the scheme for the whole school. • Pupils to have at least 2-3 sessions a week with TA 1:1 working through the programme. <p style="text-align: right;">(£2049)</p>		NP/LW	Jan 21
Pupils are meeting age related expectations in phonics, segmenting and blending competently and independently, thus applying to their reading and writing.	<p>Phonics Zapping 1:1</p> <ul style="list-style-type: none"> • Pupils identified as off track in Year 2 and supported 1:1 daily in Autumn 1. • Pupils identified as off track in Year and supported 1:1 daily from Autumn 2 onwards. • This intervention builds upon quality first teaching of phonics in class. <p style="text-align: right;">(£4300)</p>		CH	Jan 21
Accelerate English language acquisition for EAL pupils and those with limited speech and	<p>Flash Academy</p> <ul style="list-style-type: none"> • Investment in this learning platform and 		NW	Feb 21

language through a learning platform and resources where pupils acquire both vocabulary and grammar skills and demonstrate independent learning for all skills: speaking, reading, writing and listening.	<ul style="list-style-type: none"> tracked for impact. (£1008.00) Pupils identified and access built into every day learning. Parental engagement to support progress. 			
Pupils feel safe and happy at school and are able to control their emotions. Pupils are supported where needed because of ACEs and strategies are employed to help them to succeed within their learning and most importantly, their well being.	M4C Training <ul style="list-style-type: none"> 1:1 or small group work with pupils to support their emotional needs. Investment in training for staff to ensure they deliver this intervention successfully, regular supervision meetings to be held with the Trust EP. . (£1314.00)		MP	Jan 21
All stakeholders feel safe, happy and listened to at Fir Tree to ensure that they can be the best that they can be. Interventions, support and reviews are swift and have impact.	Wellbeing Co-ordinator <ul style="list-style-type: none"> Identified member of staff leading and monitoring needs of all. Investment in Art Therapy to support pupils needs. (£240.00) Undertake well being CPD and staff have toolkits to employ. Regular questionnaires to identify needs/support 		LM/SB	Feb 21
Total budgeted cost				

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p>School and families continue to work together as pupils return to school and to ensure that gaps are narrowed and pupils feel safe and supported at school.</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>	Supporting parents and carers <ul style="list-style-type: none"> Continue with pastoral support to pupils and families throughout the pandemic. Provide regular and supportive communications with parents, especially to increase attendance and engagement with learning. Providing additional books and educational resources to families over half terms, with support and guidance Use of Microsoft TEAMS Additional online learning resources will be purchased, such as Rising Stars to support children reading at home. Likewise, Spelling 		LW	Feb 21

	<p>Frame will be purchased so that children can practise spellings at home.</p> <p>(£239.00 Spelling Frame)</p>			
<p>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.</p> <p>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.</p> <p>For all pupils to be able to access technology both inside and outside of school to ensure that learning continues throughout the pandemic.</p>	<p>Access to technology</p> <ul style="list-style-type: none"> Facilitate access to tuition or support through TEAMS when needed. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback Provide pupils with devices where they have no access at home. Improve the facilities available in school – investing in additional ipads (£3000) and the school network (£11000) 		LW	Jan 21
Total budgeted cost	£37110			
		Cost paid through Covid Catch-Up		£14400
		Cost paid through school budget		£22710