



Our Catch-Up Premium Plan 2020-2021

Summary information

School	Dewhurst St Mary CE Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£16,560	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 allocation

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.

We are using the funding to resume teaching a normal curriculum as quickly as possible following school closure.

We will identify the most important parts that have been missed or not covered and prioritise those. Learning habits and behaviour will be a top priority.

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

The broad aims for “catch up” at Dewhurst St Mary:

- **Attainment outcomes at July 2021 for all year groups will be at least in line with those at the point of lockdown in March 2000.** This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of the year.
- **All pupils are able to access learning from home when isolating or when school is closed due to National lockdown**
- **The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school**

Catch Up at Dewhurst St Mary is tiered;

(For all children)

- **Working through well sequenced, purposeful learning schemes.** For example, our school-created writing schemes are being adapted to focus on missed objectives and consolidate the basics. In maths, we will utilise the White Rose as our spine of learning. We will also implement the HfL Writing Success criteria for each year group for pupils to use to check their writing against.
- **Focus on consolidation of basic skills.** The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.
- **Additional lesson time on core teaching.** Reading, writing and maths teaching will require increased teaching time in order to cover missed learning. In order to keep a broad and balanced curriculum, some subject areas will be taught as blocks rather than weekly lessons eg Art and DT.
- **Particular focus on early reading and phonics.** This is always a focus in the school and will continue to be so in order to develop children’s reading ability and vocabulary. Reading fluency project strategies used across the school for specific groups and having a focus on phonics in Key stage 1 and EYFS and comprehension for KS2.

- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly. The feedback to pupils is predominantly oral this year to ensure it is provided at the time rather than given after quarantining books!
- **Time spent on mental health, wellbeing and social skills development.** This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months. We will be working with the NHS mental health nurse based at our school.

(For some children)

- **Additional support and focus on basic core skills.** Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment. Interventions planned, implemented and evaluated.
- **Additional time to practice basic skills.** This again will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

Identified impact of lockdown

<p>Maths</p>	<p>The majority of learning has been covered and pupils completed the White Rose curriculum. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, ‘behind’. Recall of basic skills is patchy and has suffered –some children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in Maths assessments. Using and applying has significantly suffered as many parents didn’t opt to extend their pupils and found it difficult to challenge thinking. Our priority in the summer term is do more using and applying. Do more ‘digging deeper’ tasks and ‘mastery’ Parents didn’t have manipulatives at home so practical reinforcement was limited- this is now a priority in school due to covid sharing restrictions more resources purchased.</p>
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<p>Writing</p>	<p>Children 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 and probably as a result of battles of having to complete tasks at home. The basic grammar conventions are missing eg capital letters, full stops etc. We are concentrating on a mixture of 'Small Write' tasks of up levelling and trying to enthuse writers as a priority.</p>
<p>Reading</p>	<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 wider. The bottom 20% of readers have been disproportionately affected as there was limited input. We have benchmarked all pupils and the majority have made progress. Most pupils retained the phonics taught previously however the new learning wasn't secure. These phonemes taught over lockdown are being reinforced as a priority. Comprehension is now our priority and we are doing Lexia and 60 second reads as daily support tasks</p>
<p>Non-core</p>	<p>There are now significant gaps in knowledge for the small minority of children who didn't complete remote learning compared with those who did– whole units of work will have not been taught meaning that some 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. We covered all the national curriculum subjects apart from Art and Dt which will be prioritised as</p>

	<p>soon as we get back to school.</p> <p>PE and outdoor learning will also be a focus for our pupils who's fitness and emotional wellbeing may have been a concern.</p> <p>We know we have also missed out on a whole year of Sex and Relationship Education and will prioritise relationship work and puberty and communicate any areas missed to secondary schools. EYFS have identified Understanding the World as a key priority as this has been covered as a limited experience for many pupils. We will prioritise visits to Church, the park and share as many direct experiences as possible in bubbles to meet guidelines.</p>
Vulnerable groups	<p>We have identified our EAL learners as needing some support. Some of these pupils have had limited English spoken at home and their first language has been used daily to communicate. We will ensure seating is used as a strategy to put a more able communicator next to EAL student to model good communication.</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 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 this supports</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Staff meeting time will be required to facilitate support by curriculum leader</i></p> <p><i>Purchase additional manipulatives for EYFS/KS1 initially. Numicon, multilink (£1000) TRAINING BOOKED FOR WHOLE SCHOOL STAFF NUMICON (£1000)</i></p> <p><i>Purchase CPD whole staff; Mr P Writing across the curriculum (£1000)</i></p>		<p>HT</p> <p>SK/JW</p>	<p>March 21</p> <p>March 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 the Testbase National Test-style Standardised Assessments. Complete end of year tests and record assessments to identify gaps an on Insight to track performance.</i></p> <p><i>(cost of testbase £1000)</i></p>		NR	March 21
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning school at Dewhurst have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>Make a virtual tour for the website. A virtual meeting with their new starter so that the child is confident in joining. Use the smooth transition concept set up for EYFS across the school to pass up valuable information.</i></p>		NR	Ongoing
Total budgeted cost				£ 4000

ii

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. 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>	<p><i>Additional release time and training to support the delivery of the reading fluency project.</i></p> <p><i>Regular benchmarking to review progress and complete miscue analysis to look at gaps in skills</i></p>		<p>JF</p> <p>Classteachers & TA's</p>	<p>June 21</p> <p>June 21</p>
<p><u>Intervention programme</u></p> <p>An appropriate numeracy intervention to support those identified children in reinforcing their understanding of basic skills</p>	<p><i>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention</i></p>		<p>JW</p>	<p>July 21</p>

<p>in English and Maths and application of number.</p>	<p>confidentially (inclusive of entry and exit data). Purchase Doddle Maths/English (£1890)</p>			
<p><u>Extended school time</u></p> <p>Identified children are able to access a weekly catch-up club (1hrs 3x a week). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.</p>	<p>KS1, LKS2 and UKS2 phases will identify 6-8 children within the phase that require additional intervention. The cost of a teacher and TA per club (x3 a week) and snacks for the children is made available.</p> <p>Cost to school - TA hours 8.30-8.45 3.15-3.30</p>		<p>Classteachers and TA's</p>	<p>Ongoing</p>
			<p>Total budgeted cost</p>	<p>TA salary costs £1890 Doddle</p>

iv. 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><i>Additional online learning resources will be purchased, such as Lexia to support children reading at home. Likewise, Reading Wise will be purchased so that children can practise spellings at home.</i></p> <p style="text-align: right;">£1500</p> <p><i>Exercise books are to be purchased and set aside for children to take home when home-learning occurs.</i></p> <p style="text-align: right;">£500</p>		<p>NR</p> <p>HT</p>	<p>Feb 21</p> <p>March 21</p>

<p><u>Supporting Wellbeing throughout the School</u></p> <p>The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school</p>	<p>Teachers identify pupils causing concern.</p> <p>Pupil and Parent support worker (Mrs Byrne) to work with them</p> <p>Mental Health Nurse to support individual pupil and parents</p> <p>Forest School Implemented to some year groups</p> <p>(£175 per am session x 10)</p> <p>£1750 Summer 2021 term</p> <p>£1750 Autumn term 2021</p> <p>£1750 Spring term 2022</p> <p>£ 3420 TOTAL</p> <p>Secure fencing on field to ensure safeguarding £6,600</p> <p>Wood Chippings and logs to create Forest School area £600</p>			
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete</p>	<p>IT VET have donated reconditioned devices. They are to be used to further support online access to resources for the</p>		AR	Feb 21

<p>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>children accessing extended school time.</p> <p>Purchase Chromebooks trolley and amend RM SLA to include management of Chromebooks. This will enable the existing stock of laptops to be allocated to teachers. Chromebooks can now be used by the children to support the curriculum. They can also be lent to parents to support home-learning if needed.</p> <p>£1000 for trolley</p>		AR	Feb 21
<p>Summer Support- Easter program Fit and Fed set up for disadvantaged pupils during the holidays NA</p>	<p>This provides a free meal and physical activities LM/GB to identify pupils inform families</p>		LM/GB	March 21
budgeted cost				£ 11,620

TOTAL SPEND ON CATCH UP	£17,510
Cost paid through Covid Catch-Up	£16,560
Additional cost paid through school budget	£950