

Catch-Up Premium Plan

Carlton Primary School

Summary information					
School	Carlton Primary School				
Academic Year	2020-21	Total Catch-Up Premium	3 tranches -1 st tranche of £2980 -2 nd tranche of £4120	Number of pupils R-Y6	152

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	EEF Recommendations
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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.

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. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies, through lack or practice.</p> <p>Some children had followed the daily home learning and others not as well – this means there was a larger spread understanding and experience than usual. This has created a large gap in all classes across school between the two groups of children. Children with greatest mathematical talent returned to school having retained knowledge well and still performing above levels expected in all areas of maths.</p> <p>Notably Y1/Y2 had a significant drop in knowledge.</p>
Writing	<p>Some children had followed the daily home learning and others not as well – this means there was a larger spread understanding and experience than usual. The ability to writing units remotely was difficult to achieve with the amount of scaffolding normally afforded to the cohorts in class significantly depleted due to many children receiving only written instructions and less examples to call from, and less teacher input. Shared/Guided Writing on the most part could not happen and the ability to edit and redraft pieces of writing was minimal in most year groups. Though much of the writing was completed by the children on a device or without the same presentational vigour as one would expect in the classroom, presentational pride still remains on the most part but this has been a major focus for each class since returning to school.</p> <p>Spoken vocabulary too had noticeably dropped in quality and variety of word choices but this again, is being addressed within the subject</p>
Reading	<p>It is true that some children who were able to read fluently before lockdown, have had to work additionally hard on reading stamina and re-discovering their love of reading on returning to school, despite the fact that their fluency hasn't been affected. Some children had less access to books and less time with adults reading to them, with them and reading aloud.</p> <p>Children who were not fluent readers before lockdown have been the most effected- with the bottom 20% of readers needing interventions and greater exposure to books to accelerate their phonics and reading fluency- as they would have done anyway despite the pandemic</p> <p>There is a significant drop in year 2 data – this is a focus area.</p>
Non-core	<p>There are inevitably some gaps in knowledge, as 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. The way our curriculum is structured means that the identified key concepts of each subject are continually revisited with any potential gaps being quickly closed.</p> <p>Children have also missed 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?
<u>Supporting great teaching:</u> The foundation subject is planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	<i>Curriculum coverage by rolling programme</i> <i>Use of mini Quizzes to ensure information is shared/reviewed</i> <i>Re-establish positive routines, learning behaviours and focus on high quality teaching/ learning.</i> <i>Review, assess and re-evaluate</i>		JW Deputy Head	June 21 June 21
<u>Teaching assessment and feedback</u> 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.	<i>Rising Stars National Test-style Standardised Assessments suite. Complete termly tests and record assessments on MARK to identify gaps an on Insight to track performance.</i> <i>New SET Assessment system on Scholar pack which tracks PIRA/Puma Phonics and Comparative Writing judgements.</i>		JW	Data Collection March 21 Comparative Writing May 21
			Total budgeted cost	

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u>				

<p>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. Their Read/Write/Ink knowledge will develop in line with developing confident readers and dips in reading attainment will be negated.</p>	<p>Read/Write/Ink Lead to co-ordinate small group tuition</p> <p>Deputy Head release time to look at progress in Reading/Writing/Maths</p> <p>SAFE plans written (following March 21 Assessment point)</p>		<p>Phonics Lead</p>	<p>June 21</p> <p>June 21</p>
<p><u>Intervention programme</u></p> <p>An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p> <p>Set Intervention planned by My Maths programme</p> <p>Specific Literacy/Numeracy Intervention for Y5/6 pupils to address gaps and reinforce key skills in Literacy/ Numeracy.</p> <p>Extended school time- Provision on Literacy/Numeracy in KS2 through online tutoring</p>	<p>Catch Up Maths/Reading led by trained member of Staff</p> <p><i>subsidised tuition – up to 75% –NTP tuition partners TLC LIVE. Focus on English, maths tuition for children (focus on Ks2) To be delivered in school and during extended school time.</i></p>		<p>JW</p>	<p>July 21</p>
Total budgeted cost				

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</p>	<p>Use of SORA and TT Rock stars</p>		<p>JW</p>	<p>Feb 21</p>

<p>the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to paper-based home-learning if required so that all can access learning (where requested) Learning for Year groups made available on the School website</p>	<p>Staff to use Marvellous Me/Class Blogs to communicate with Parents School Website Info</p>			<p>June 21</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 teaching, reading fluency and independent online activities.</p> <p>Teachers to have access to technology to be able to provide online learning opportunities</p>	<p>17 Laptops provided by the DFE 11 Laptops provided by North Yorkshire 9 donated from the Community</p> <p>Continued staff training to ensure online learning opportunities are provided</p>		<p>JW</p>	<p>June 21</p> <p>June 21</p>
Total budgeted cost				£
			Cost paid through Covid Catch-Up	£
			Cost paid through charitable donations	£
			Cost paid through school budget	