

Catch-Up Premium Plan

Summary information					
School	Queen Margaret Primary School				
Academic Year	2020-21	Total Catch-Up Premium		Number of pupils	167

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 year 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"> <input type="checkbox"/> Supporting great teaching <input type="checkbox"/> Pupil assessment and feedback <input type="checkbox"/> Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> One to one and small group tuition <input type="checkbox"/> Intervention programmes <input type="checkbox"/> Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supporting parent and carers <input type="checkbox"/> Access to technology <input type="checkbox"/> Summer support

Identified impact of lockdown	
Maths	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. This is reflected in arithmetic assessments carried out as return to school baselines for all pupils.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar, Punctuation and Spelling 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 as well as lack of basic skills .
Reading	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. Those pupils who found reading challenging prior to the lockdown have been disproportionately affected.
Non-core	There are now significant gaps in knowledge – part, or in some cases, whole units of work have not been fully 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 – this impact is ongoing.
Quality First Teaching	The curriculum will be adapted in the first term to deliver a Rediscovery Curriculum. This will focus on well-being, mental health, resilience, building relationships and new routines. By the third week will see the completion of a range of formal and informal tests to support the teachers planning. Once the children have settled back in to school we will focus on the key skills and knowledge that children need in order to access the wider curriculum. Teachers will focus on embedding these key facts in the first two terms for all core subjects whilst still teaching, if necessary in the short term, a smaller percentage of non-core subjects. All teaching will take into account the children's ability on return from the summer term 2020 and planning will be tailored to their needs. By the end of the spring term, the normal, expected curriculum should

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>Closing foundation subject gaps:</u></p> <p>Foundation subjects will be planned with increased detail and consideration for how pre-requisite knowledge will be taught alongside</p> <p>Provide opportunities for children to have experiences without visiting places through 'Now Press Play' – These will be mapped against progressions grids to give a wide variety of related experiences.</p>	<p>Purchase of Now Press Play as a resource to support children's wide knowledge and a continued holistic approach to the curriculum</p> <p>Provide planning meetings with SLT to identify and plan for gaps in knowledge</p> <p style="text-align: right;">(£2,000)</p>		DW	Jan 21
Total budgeted cost				£ 2,000

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition for reading and phonics for pupils most adversely affected by the Lockdown</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>Two dedicated Teaching Partners trained in SoundsWrite to work with those identified in Key Stage 2 in small group focused intervention for those identified as most affected by the lockdown in terms of their reading</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/</p> <p style="text-align: right;">(£2,000)</p>		SLT	Jan 21

<u>Purple Mash subscription</u> Subscription to support and supplement our current curriculum especially Computing as children found the use of technology a barrier during access to learning through lockdown and will link with remote education need when it arises	Purple Mash subscription (£1,000)			
Total budgeted cost				£3,000

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Access to technology</u> Children can access additional devices so that they can be provided with additional opportunities to increase reading fluency and independency.	School to purchase a charging unit for laptops to ensure all are able to be used on demand (£1,800)		SLT	Feb 21
<u>Access to technology</u> Children can access additional devices so that they can be provided with additional opportunities with a focus on increasing reading fluency and independency.	School to purchase 5 /laptops tablets to support learning within the classroom and access to the wider curriculum planning (£2,375)		SLT	Feb 21
Total budgeted cost				£ 4,175
			Total overall cost paid through Covid Catch-Up	£9,175
			Total overall remainder	£4,225
			Total overall cost	£13,400