



Catch-Up Premium Plan Coberley Primary School

Summary information

School	Coberley Primary School		HT	Andrew Milner	
Academic Year	2020-22	Total Catch-Up Premium	£5,840	Number of pupils	70

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 year 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.

However, 2021-22 there is an additional £145 / PP child to cover catch up, to a minimum of £2,000 / school.

Use of Funds	EEF Recommendations
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.	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

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. We initially used Classroom Secrets and lately NFER to gain an insight to baseline assessments.
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.
Reading	Although reading was accessible during lockdown, we found that reading skills (VIPERS) dipped and a rapid intervention was required using guided reading to improve reading skills. This was reflected using NFER assessments.
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.

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
<u>Reading Skills</u> Reading skills were below expected post lockdown, indicated by NFER tests, Test base and reading bands. reading skills were particularly weak in KS1. The phonics scheme - Letters and Sound - is deemed not up to standard so a change to Read, Write, inc essential.	1. Guided Reading: Purchase specific guided reading books to offer a plethora of genres, (£200) 2. Subscription to LiteracyShed Plus: Subscription to boost guided reading (£60) 3. Reading Scheme Books: Additional books for our scheme (£400) 4. Parent Engagement: Parent leaflets, bookmarks and photography competition (Time)	1. Waiting for NFER results Dec 21 2. Invaluable resources for guided reading. 3. Ensuring reading is high priority throughout the school and scheme give consistent progression. 4. Leaflets, bookmarks and regular newsletter item to raise engagement	AM	Jan 21
<u>Access to technology</u> Children can access tablet devices so that they can be provided with additional opportunities to increase independence. Tablets will enable pupils to use Google Classroom within school and thus enhance digital provision and technological skills.	Google Accounts and Google Classroom for the school. Ensure children have access to tablets with minimal log in and have the skills to use Google Classroom within the school day (and for blended learning provision). (£1600)	Made a huge impact providing guided reading texts, used for maths sheets, research and shared work including quizzes and pupil voice surveys. Staff on board using Google Classroom	AM	Oct 21
<u>Well Being and a creative curriculum</u> Music, Drama and Well being provision to ensure all children have a creative curriculum and ensure time is spent team building and fostering self esteem and well being.	Music provision from Eddie Parker (Kingfishers and Ospreys) (£600) Drama Provision (£300) Well Being inc Health Related Fitness days provided by Atlas Sports (£800) In house well being day resources (175)	This provision has ensured a balance of creativity and wellbeing on the curriculum. The HRF programme has ensured that PE is taught in and out of the classroom.	AM/ JB	Jan 22
<u>Writing Provision</u> To improve grammar, spelling and writing attainment for all genres.	Purchase Spelling frame, created writing checklist for every genre for every class and ensured monitoring provision (£100)		AM / LB	Mar 22

<u>Maths Provision</u> To ensure children have adequate opportunity and provision to practice and revise key maths skills.	Subscribe to Doodle Maths to allow each child to work independently to revise and practice key maths skills. (£350) Ensure White Rose Maths scheme is used to provide consistency throughout the school. (£time)		AM/JB	Mar 22
<u>Trips and Enrichment Activities</u> To allow all children to attend school trips and enrichment activities as soon as we are able to resume. To allow children to catch up swimming provision	Provide help for families to cover the cost of trips, swimming and school enrichment activities. (£300)		AM / JB	Mar 22
Total budgeted cost				£ 4.785

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ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review
<u>1-2-1 Intervention</u> To help with specific children with well-being, social, behavioural and c&l needs.	Use of play therapy to help individuals with social situations (£400) Use of NELI (Nuffield Early Language Intervention) to help children with early language (£time)		AM / LB	Mar 22
<u>Home Internet Access</u> To support families with no Internet; to be able to access Google Classroom and relevant APPS at home.	Purchase WiFi dongle and a sim subscription (£255)	Ensured that all children have access to online learning and blended learning provision.	AM	Oct 21
Total budgeted cost				£655

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iii. Wider Strategies

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review
<u>Supporting parents and carers</u> To support families having access to out on line provision, to support families face to face at school, providing school resources including library books and to provide staff and parents well being opportunities.	To fund a community party after the Class 3 play and a BBQ for staff and parents at the DIY day. (£800)	These social events allowed the community to come together and support the school and socialise funded by the school. These were both fantastic events and very well supported.	AM/JB	Oct 21
<u>Access Technology</u> Ensure parents and children can access work and information from home	<i>Use of Google Classroom to serve as an on-line notice board between home and school and to be the platform for on-line learning and blended learning (£time)</i>	This service enabled all parents and children to participate fully in our online provision during lock down and subsequently.	AM	Oct 21
Total budgeted cost				£ 800
			Total overall cost paid through Covid Catch-Up	£5,840
			Total overall cost paid through school budget	£400
			Total overall cost	£6,240