

## Catch-Up Premium Plan for the Sheerness West Federation

Summary information					
<b>Schools</b>	Rose Street Primary School				
	West Minster Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>		<b>Number of eligible pupils</b>	
		<b>Rose Street</b>	£29,920	<b>374 pupils</b>	
		<b>West Minster</b>	£36,400	<b>455 pupils</b>	

### 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

We carried out a thorough assessment and more general Federation-wide enquiry into how Reading, Writing, Phonics and Maths skills have been affected by the gap in schooling. It is clear that the lockdown period had a significant negative effect for all of the children to a greater or lesser extent.

Maths was seemingly least affected. More Maths tasks were attempted and completed at home during lockdown. Children generally were in need of reminding things that they simply hadn't done recently. Some calculation methods had been forgotten. Their answers are less accurate, and they find doing as great a quantity of work as previously a real challenge. Attainment is still clearly below where it would normally be in September across all year groups in both schools in common with those around the country.

Writing was clearly most affected and particular skills that had regressed include handwriting, punctuation and spelling. It also includes children's use of language including the use of more interesting words and the amount of content that they are able to produce. The children were not yet able to put all the ingredients back in to their writing to produce the quality of work they are capable of.

With regard to phonics, it is clear that this varies the most and that some recall previously taught phonics well, whereas other children had forgotten them completely. The thorough assessments and the screening due in November, led us to prioritise catch up work in this area in the autumn term in Key Stage 1. Unsurprisingly, some phonics learning has been forgotten and in general, the children started the year behind where they would have expected to be in March.

There was also less evidence of reading taking place during lockdown and initially as children returned to school, as books were not allowed to go to and from home. This was addressed quickly in the safest way possible so that books can go home, as clearly not all families have access to the range level, or most relevant books for their children to read. Reading scores again show a considerable drop, in many instances, by about a year.

#### 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.

**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><b><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></b></p> <p style="text-align: right;"><b>(£1650)</b></p> <p><b><i>Purchase additional manipulatives for EYFS/KS1 initially.</i></b></p> <p style="text-align: right;"><b>(£1000)</b></p>			<p>July 21</p> <p>July 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><b><i>Purchase the Pixl materials and subscription to it, to use these materials to complement Target tracker and other existing assessments to create a comprehensive and specific suite of assessments.</i></b></p> <p style="text-align: right;"><b>(£5400)</b></p>		EHT	July 21
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling at SWF, have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><b><i>An interactive virtual tour of both schools, a guide to the federation, and for joining Nursery and Reception children is arranged and shared with all new-starters.</i></b></p> <p style="text-align: right;"><b>(£1700)</b></p>	New children able to look round the school before starting/applying and therefore enabling them to settle on arrival in unusual circumstances.	EHT	Jan 21
<b>Total budgeted cost</b>				<b>£ 9750</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u>  Identified children will have significantly increased rates of progress in English and Maths by targeting specific areas of the subjects identified as weaker for individuals or groups of children and addressing them. Particular focus on children in Year 5 and 6, as they have least time to catch up before leaving the school.	<b><i>Year 5/6 Intervention teachers at both schools Feb to July 2021. 4x part-time (2 at each school)</i></b>  <b>£56,520</b>		EHT	July 21
<u>Intervention programme</u>  Appropriate interventions, precisely identifying specific areas of English and Maths that need addressing in all Year groups, run by class/year group staff to help children Catch-Up.	Pxl training and therapies..  <b><i>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></b>  <b>(training £1000)</b>		EHT	July 21
<u>Extended school time</u>  Identified children are able to access a weekly catch-up club (1.5hrs per night). 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.	<b><i>Additional after school/breakfast catch up club</i></b>  <b><i>KS1, LKS2 and UKS2 phases will identify 10 children who have not been in school regularly since March 2020 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.</i></b>  <b>£17,904</b>		AR	Ongoing
<b>Total budgeted cost</b>				<b>£85,174</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u>  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.  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.	<b><i>Additional online learning resources will be purchased, so that children can continue to access learning whether at home or at school.</i></b>  <b>£1500</b>		AR	Mar 21
	<b><i>Home-learning paper packs are printed and ready to distribute for all children. Resources packs are to be purchased, resourced and set aside for children to take home when home-learning occurs.</i></b>  <b>£500</b>			EHT
<u>Access to technology</u>  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.  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.	<b><i>Purchasing of more ipads not needed due to Get Help With Technology devices. They are to be used to further support online access to resources for the children accessing extended school time. Trolleys need to be purchased and cases out of school budget.</i></b>			Feb 21
	<b><i>Updated laptops etc. purchased as required to ensure that teachers also have suitable access to facilitate home learning... This will enable the existing stock of laptops to be allocated to the children. Chromebooks can now be used by the children to support the curriculum. They can also be loaned to parents to support home-learning if needed.</i></b>  <b>£30,000</b>			
			<b>Total budgeted cost</b>	<b>£ 117,174</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£66,320</b>
			<b>Cost paid through charitable donations</b>	<b>£0</b>
			<b>Cost paid through school budget (including Pupil Premium spend where appropriate)</b>	<b>£50,854</b>

