

Britannia Community Primary Planning 2020-21

Catch Up Premium

School Planning 2020-21 and Catch Up Premium

School Planning 2020-21

In order to support schools with school planning whilst we are in a world pandemic, the Education Endowment Foundation (EEF) has produced two guidance documents:

“The EEF guide to supporting school planning – A tiered approach to 2020-21”

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf

and

“Covid-19 support guide for schools”

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

These documents suggest that schools plan using a tiered approach with respect to school improvement and also with respect to planning how to support children to catch-up.

“Catch-up” in this context refers to the children learning the main aspects of the curriculum they missed when they were in the first lockdown (March-August 2020.)

This tiered approach describes 3 tiers and the areas of provision within the tiers which they suggest that schools should be focused on to have the greatest impact this year.

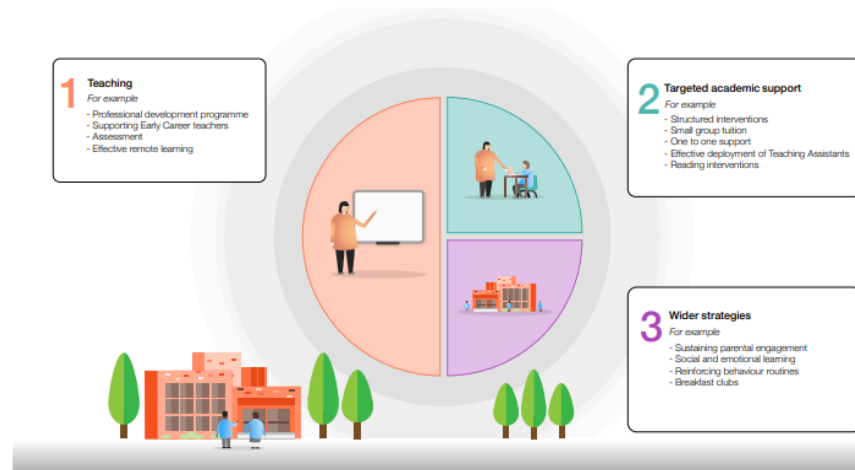
*(The **green text** are the areas within the “The EEF guide to supporting school planning” and the **red text** are those areas detailed in the “Covid-19 support guide for schools.”)*

Tier 1 – *Teaching (High-quality for all, effective diagnostic assessment, supporting remote learning and focussing on professional development.) Teaching and wholes school strategies (Supporting great teaching, Pupil assessment and feedback and Transition support)*

Tier 2 – *Targeted academic support (high quality one to one and small group tuition, teaching assistants and targeted support, academic tutoring, planning for pupils with SEND.) Targeted approaches (One to one and small group tuition, Intervention programmes and extended school time)*

Tier 3 – *Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times) Wider strategies (Supporting parent and carers, access to technology and summer support)*

It is suggested that a school's focus should be split ½ on Tier 1, a ¼ on Tier 2 and a ¼ on Tier 3. Please see the diagram below:



Catch-up plan

School name:	Britannia Community Primary School						
Academic year:	2020 - 2021						
Total number of pupils on roll:	232						
Total catch-up budget:	£18560	First installment:	4640	Second installment:	6187.44	Third installment:	7732.56
Date of review:	February 2021						

Teaching and whole-school strategies

Action	Intended outcome	Cost	Staff lead	Comments
<p>To carry out and analyse baseline assessments at the end of Autumn 1.</p> <p>Teacher's complete question level analysis and identify which children need catch up support.</p>	<p>The school has an accurate understanding of all gaps as a result of baseline assessments using standardized materials</p> <p>Teacher's will have an accurate understanding of the gaps created by lockdown and planning will focus on addressing these gaps.</p> <p>Gaps communicated to parents</p> <p>Gaps communicated through pupil</p>	<p>£2448 (Maths and Reading)</p> <p>MNP – insight tests</p>	S.Connolly/D.Toddington	Purchased NFER/MNP
<p>To ensure quality first teaching linked to remote learning plans in all classes.</p> <p>To purchase additional online resources, ie White Rose Maths, Times Table Rockstars, Spag.com</p>	<p>The children who are forced to isolate due to COVID 19 will be provided with quality blended learning which enables them to return to school equipped to progress further with their learning.</p>	<p>£2100</p> <p>£500</p>	N.Longstaff/S.Connolly	<p>Staff are provided with additional release time to plan blended learning.</p> <p>Staff are provided with additional training on Google Classroom.</p>

<p>To purchase resources to support families where there is limited access to technology.</p>				
<p>To restructure class timetables each half term to ensure a specific focus on catch up.</p>	<p>To ensure a full curriculum by Summer 2020.</p>	<p>£1400</p>	<p>N.Longstaff/C.Nuttall</p>	<p>Subject leader time to analyse gaps in their subject and identify where mini topics can be used.</p>
<p>Maths to have a pre-teach before key units of work to pick up on previous years key concepts. Provide assessment activities through quizzes to assess knowledge prior to teaching. Maths lesson time extended from 9-10.30</p>	<p>Children will be fully caught up and back on track within 1-2 years. Ideally within a year.</p>	<p>N/A</p>	<p>D.Toddington (Maths Lead)</p>	
<p>Re-establish the expectations in the class and of the school of the new normal. Focus on home learning expectations and giving children the opportunities to trial this way of working within the classroom. Attendance and punctuality to be regularly monitored.</p>	<p>Children will have returned to school well and are learning well.</p>	<p>N/A</p>	<p>N.Longstaff</p>	<p>Establish expectations for home learning and ensure that tools are in place to support staff/ pupils and families.</p>
<p>Ensure that children are regularly reading and that reading is regularly assessed each term.</p> <p>During Autumn 1, all children to be heard reading each week and additional support provided for those who are identified using TA support. Records must be kept by staff of reading and home reading must be monitored to ensure that children are reading at home. Contact with parents must be made if children are identified as not reading at home.</p> <p>Continue with whole class guided reading with a focus on fluency, vocabulary and comprehension questions.</p>	<p>Regularity of reading to be re-established in school.</p>	<p>N/A</p>	<p>C.Nuttall</p>	<p>PP children and SEN children to receive addition reading each week.</p> <p>Identified children to access new Word Blaze intervention.</p>

Regular story time in class for children to share books together.				
Half termly monitoring of RWI and assessment of groupings to ensure that children make progress in phonics.				

Targeted academic support

Action	Estimated impact	Cost	Staff lead	Comments
To improve phonological awareness and close phonics gaps in knowledge.	Children close the gap in phonic knowledge For identified children in Year 3 to be able to read and write phonemes and graphemes accurately.	£2100	S.Connolly	Autumn Term – Employ teacher 5 afternoons.
To improve reading comprehension and fluency	Children close the gap in reading and fluency. Identified children in 4 to increase reading comprehension scores and fluency.	£2100	S.Connolly	Autumn Term - Employ reading teacher 5 afternoons
To provide additional phonics support to enable the children in Year 1 and Year 2 to close the gap	Children will make required catch up in phonics		C.Nuttall/J.Birch	

To plan additional small group focus work based on end of Autumn 2 assessments.	Children to close gaps identified in assessments.	TBC	S.Connolly	Identified children in pupil progress meetings.
Tuition is prioritised effectively across the school and delivered by skilled individuals, resulting in pupils catching up swiftly Appoint highly skilled and experienced teacher to deliver more effective catch up. Ensure tuition is timetabled and monitoring ensures this takes place as agreed	Year 5 and 6 children close the gap in Maths and English.	£ cost to be finalized	S Connolly	Spring term
To provide additional TA support into the Reception class to ensure the delivery of the NELI programme and release staff for additional training and assessment of children.	To boost identified early language skills in preparation for reading.	£1500	S.Connolly	School accepted onto NELI, training to start in January.
£				

Wider strategies

Action	Estimated impact	Cost	Staff lead	Comments
Ensure parents evenings systems in 2020/21 are set up to ensure regular dialect between home and school regarding academic performance despite COVID restrictions.	Strong attendance at parent's evenings. Positive feedback from students re home/school communication	£	N.Longstaff	

To increase office hours spent carrying out welfare calls	Parents feel supported Safeguarding is effective Support identified where needed	£	N.Longstaff/J.Rickerby	
Increased PSHE lessons – focusing on emotional wellbeing	Children will report they feel safe and supported in school.	N/A	K.Isherwood	
Additional purchase of Chromebooks	School will have an increased supply of chrome books to support families with limited access to technology in addition to the 3 accessed from the DFE.	£TBC	S.Connolly	
Provide additional sessions to improve fitness and attitude towards keeping healthy. (additional 2 hours each week x 12)	Identified children will increase their fitness levels.	£150	R.Rothwell	
£				

Barriers to Learning

Year Group	Barrier	Action	Whole class / Boys / Girls/ Pupil Premium
Reception	Children came into school lower in word reading and basic writing skills.	Increased the phonics session times, additional staff in EYFS to ensure smaller phonics groups and reading groups.	Whole class

	<p>Increased numbers of children with speech and language difficulties.</p> <p>Children came into school lower in number Lower level of EAD, fine motor skills</p> <p>Children lacked early experiences of playing together and interacting.</p>	<p>School participating in the Nuffield Early Language Intervention project.</p> <p>Increased the maths session times.</p> <p>Daily fine motor skills in areas and Dough Disco</p> <p>Focus on fundamental movement skills in EYFS</p> <p>Autumn 1 focus on play skills and modelling play and interaction.</p>	<p>Whole class</p> <p>Boys</p>
Year 1	<p>Children have forgotten letter names and previous phonemes that have been taught.</p> <p>Letter formation and strength of finger muscles for writing.</p> <p>Children have forgotten basic sentence punctuation.</p> <p>Gaps in basic counting and calculation. Children have forgotten language and vocabulary associated with addition and subtraction.</p> <p>Children struggle to answer reading comprehension questions</p> <p>Children have forgotten how to use scissors and have weak cutting skills.</p>	<p>Additional phonics sessions in class. Extra phonics for children and additional adult support for reading and phonics in Year 1.</p> <p>Daily handwriting and dough disco.</p> <p>Focus on this and basic skills during English lessons.</p> <p>Increased number of Maths sessions</p> <p>Focus in RWI phonics reading – big push on comprehension.</p> <p>Opportunities for development of basic skills.</p>	<p>Whole class</p> <p>Boys</p> <p>Whole class</p> <p>Whole class</p> <p>Whole class</p> <p>Whole class</p>
Year 2	<p>Children had forgotten how to form letters and numbers correctly and basic punctuation.</p> <p>Phonics knowledge of struggling readers</p> <p>Arithmetic scores are much lower than usual on baseline.</p> <p>Spelling in writing and during phonics work has declined.</p>	<p>Increased time focused on letter joins and numbers and basic punctuation skills</p> <p>Access to fast track phonics intervention from Autumn 2 and continued small access phonics teaching in Autumn 1. Daily arithmetic in class, regular summative and formative assessments. Practical maths experiences and opportunities for counting. Focused arithmetic work.</p> <p>Increased time focusing on phonics and spelling. Bounce back phonics programme.</p>	<p>Whole class</p>
Year 3	<p>Decline in knowledge of high frequency words.</p> <p>Enthusiasm for reading has wilted slightly in the less able readers. Reading fluency for PP/SEN children</p>	<p>Repeated modelling of use of high frequency words and spelling.</p> <p>Story time each day and focus on one to one reading intervention with less able children. Purchase of bounce back phonics intervention. Additional support for targeted children with application of phonics and spelling skills into reading and writing.</p>	<p>PP and SEN children.</p> <p>Whole class PP/SEND children/boys</p>

	<p>Spelling is poorly applied in writing</p> <p>Letter formation errors in writing, including errors with cases.</p> <p>Vocabulary, including maths vocabulary has declined</p> <p>Understanding and application of grammar and punctuation into writing. Children have forgotten basic grammar terms and punctuation.</p> <p>Arithmetic for specific children</p>	<p>Additional catchup spelling sessions using book 2 of RWI from Year 2.</p> <p>Additional handwriting groups and focused intervention with specific children.</p> <p>Reinforcement and recapping on previous vocabulary.</p> <p>Additional recap of previously learned grammar and punctuation concepts and skills. Additional writing opportunities across the curriculum. Use of SPAG.com to recap terms.</p> <p>Additional intervention to provide specific support to children who have been behind in arithmetic skills. (Recap on previous skills taught)</p>	<p>Whole class</p> <p>Whole class</p> <p>Whole class</p> <p>Whole class</p> <p>Girls/PP</p>
<p>Year 4</p>	<p>Vocabulary, including maths vocabulary has declined. Children have not retained basic number work and x and division are less strong.</p> <p>Times table knowledge is poor</p> <p>Children have lost stamina for reading and writing.</p> <p>Basic grammar errors, lack of vocabulary choices and punctuation in writing.</p> <p>Spelling is poorly applied in writing</p> <p>Gaps in maths learning created by lockdown- x and division, regression in number, geometry measure and statistics and fractions, decimals and %</p> <p>Attitudes to learning</p>	<p>Additional maths sessions and additional boosters.</p> <p>Regular reinforcement of times tables and time to practice. (Times Table Rockstars homework and challenges in school)</p> <p>Provide opportunities for writing and reading across the curriculum. Break down writing down into chunks and provide opportunities to read in class and listen to stories.</p> <p>Fast Forward Grammar during the summer term/ SPAG – additional English lessons focusing on grammar and writing.</p> <p>Additional spelling sessions with a focus on rules</p> <p>Additional lessons to cover these topic areas, pre-teaching for these children. Arithmetic boosters.</p> <p>Additional prompting and recognition for children who are working hard. Homework clubs</p>	<p>Whole class</p> <p>Whole class/boys</p> <p>Whole class</p> <p>Whole class</p> <p>Pupil premium/boys</p>

<p>Year 5</p>	<p>Attitudes to learning have declined-children tire quickly during the day.</p> <p>Times table knowledge</p> <p>Reluctance to read with boys</p> <p>Grammatical terminology is weak</p> <p>Spelling is poorly applied in writing</p> <p>Vocabulary, including maths vocabulary has declined</p> <p>Slow pace recalling mental arithmetic / times tables</p> <p>Gaps in maths learning created by lockdown- x and division, regression in number, geometry measure and statistics and fractions, decimals and %</p> <p>Engagement with homework and home learning</p> <p>Stamina for reading and writing</p>	<p>Routines reestablished and expectations reinforced.</p> <p>Additional time to learn tables, use of TT Rockstars to support children. Regular revisiting of tables in class. Additional reading sessions</p> <p>Additional fast forward grammar work and use of SPAG.com activities to consolidate gaps.</p> <p>Additional spelling sessions in school</p> <p>Revisiting maths vocabulary and introduce new vocabulary each day in class.</p> <p>Quick fire – short assessment and quizzes to revisit and time to consolidate and practise. Arithmetic boosters and regular revisiting of key concepts through arithmetic fluency sessions.</p> <p>Opportunities to spend longer on key topics that children have missed during summer term lockdown period. Additional maths lessons.</p> <p>Additional homework support clubs and regular communication around learning when isolated. Google Meet sessions and additional phone calls home for selected children.</p> <p>Provide opportunities for writing and reading across the curriculum. Break down writing down into chunks and provide opportunities to read in class and listen to stories.</p> <p>Additional children identified for catch up tuition.</p>	<p>LA boys/PP</p> <p>Whole class</p> <p>Boys/PP</p> <p>Whole class</p> <p>Whole class</p> <p>Whole class</p> <p>PP/Boys</p> <p>Whole class</p> <p>PP/Boys</p> <p>Whole class</p> <p>PP children.</p>
<p>Year 6</p>	<p>Desire to read has declined and this has had an effect on stamina and fluency.</p> <p>Basic writing skills (grammar, punctuation and spelling are missing in writing.)</p> <p>Speed of answering questions has reduced.</p> <p>Arithmetic skills have dropped and basic skills i.e. dividing by multiples of ten, times tables and place value.</p> <p>Fractions, decimals and percentages</p>	<p>Launch reading rewards in school, provide opportunities for children to read for a sustained time, reading opportunities across the curriculum. Opportunities for children to hear stories.</p> <p>Opportunities to revisit and consolidation key terminology and concepts. Carefully structured modeling and shared writing opportunities. Use of SPAG.Com to support children.</p> <p>Provide opportunities for children to work under a time limit to speed up and recall learning quicker.</p> <p>Regular daily arithmetic through use of fast 10 questions to recall, revisit and consolidate prior learning. Additional arithmetic booster groups and sessions in class.</p> <p>Ensure that gaps from Year 5 are taught – additional support for children through pre-teaching where necessary.</p>	<p>Boys/PP</p> <p>Whole class/PP/Boys</p> <p>Whole class</p> <p>Whole class</p>

Evaluation report

What is the overall impact of spending?	
Final spend:	£