



# Catch-Up Premium Plan

## Adlington St Paul's Primary School



Summary information					
<b>School</b>	Adlington St Paul's C E Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£14, 800	<b>Number of pupils</b>	191

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 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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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"> <li><input type="checkbox"/> Supporting great teaching</li> <li><input type="checkbox"/> Pupil assessment and feedback</li> <li><input type="checkbox"/> Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> One to one and small group tuition</li> <li><input type="checkbox"/> Intervention programmes</li> <li><input type="checkbox"/> Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supporting parent and carers</li> <li><input type="checkbox"/> Access to technology</li> <li><input type="checkbox"/> Summer support</li> </ul>

Identified impact of lockdown	
<b>Maths</b>	We have identified content that has been missed in certain year groups which has led to gaps in learning. The inconsistency of children accessing learning during lockdown has resulted in some children having more gaps in learning than others. Basic maths skills have slipped.
<b>Writing</b>	We have identified content that has been missed in certain year groups which has led to gaps in learning. The inconsistency of children accessing learning during lockdown has resulted in some children having more gaps in learning than others. Handwriting skills, presentation and spelling are areas that slipped for some children during school closure alongside the majority of children's writing stamina.
<b>Reading</b>	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, some children are less fluent in their reading and the gap between those children that read widely and those children who don't is now wider.
<b>Non-core</b>	There are gaps in knowledge – some aspects of 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>Maths will be planned with detail and consideration for how previous learning 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 teaching and learning</p> <p>English will be planned with consideration for how previous learning will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Phonics lessons will be carefully planned with consideration for how previous learning will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p><b>External maths consultant support</b> <i>(budget £3,150)</i></p> <p><b>Additional time for teachers to meet and plan with maths subject lead and external consultant.</b> <i>(in house cover to release staff for 1:1 sessions)</i></p> <p><b>Purchase additional manipulatives for maths.</b> <i>(numicon resources £185.94 budget)</i></p> <p><b>External literacy consultant</b> <i>(£2,400 in budget)</i></p> <p><b>Additional time for teachers to meet and plan with English subject lead and external consultant</b> <i>(in house cover to release staff for 1:1 sessions)</i></p> <p><b>Read Write Inc Virtual classroom purchased to support children at home and in school</b> <i>(£1,000 virtual classroom £579 CC funding £421 budget)</i></p>	<p>Clear ready to progress documents alongside priority areas to focus on in maths were developed for each year group (reception to y6) so that gaps in learning were focused on and addressed and all children made good or better progress.</p> <p>All classrooms have dedicated choose to use areas and a wide range of maths resources to support children's learning so that all children make good or better progress.</p> <p>Clear plans to address gaps in learning for English with a focus on phonics, extra phonic support resources in school and at home so that all children make good or better progress</p>	<p>LH</p> <p>LH</p> <p>LH</p> <p>JC</p> <p>JC</p> <p>JB/JC</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>Purchase and implement NFER tests termly to support teacher assessment. Complete termly tests and record assessments on Target Tracker to track performance.</b></p> <p><i>(£1,258.68 budget)</i></p>	<p>NFER tests identified clear gaps in learning, information from tests informed discussions with consultants and planning of staff so that all children had steps in place to close gaps in learning.</p>	<p>JB</p>	<p>July 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school in reception from different settings have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><b>A virtual tour of Adlington St Paul's Primary School is shared with all new starters. Additional time is given to cover the teacher and TA so that they can have a virtual meeting with their new starters in small groups so that the child is confident in joining Adlington St Paul's</b></p>	<p>100% of all reception children attended virtual meetings. 100% of all reception children settled extremely well into school life. 'We just wanted to say what a fabulous teacher our son has. She</p>	<p>JB/LMG</p>	<p>Oct' 21</p>

<p>Children who are returning to school from school closure into a new group with a new teacher have the opportunity to become familiar with their new classroom and routines in place</p>	<p><b><i>Video messages from class teachers and videos of the child's new classroom including timings and handwashing facilities are made and shared with children and parents before their return to school</i></b></p>	<p>makes every child feel special as they enter the classroom.' Reception parent</p> <p>100% of all children had a positive return to school. They adapted well to new routines and were eager to learn. 'Returning to school has been made so smooth with the detailed information being provided and we feel very happy that our child (y4) is being well looked after. We couldn't ask for anything more' Parent new Y4 child</p>	<p>JB/All staff</p>	
<b>Total budgeted cost</b>				<b>£7,994.62</b>

<b>ii. Targeted approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children in Rec/KS1 will have significantly increased rates of reading fluency and phonic knowledge. 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 become confident readers and dips in reading attainment will be negated.</p> <p>Identified children in KS2 will have increased progress and attainment in reading, writing and maths. They will increase their knowledge and understanding of basic maths and English skills and be able to apply these in their work across the curriculum.</p>	<p><b><i>During the summer term, an extra trained RWI teacher, during the mornings, provided to support Rec and KS1 to deliver small group tuition following the RWI programme.</i></b></p> <p><b><i>During the summer term, an extra trained teacher will be provided to deliver high quality afternoon lessons in class so that class teachers can deliver quality first teaching to small groups of identified children.</i></b></p> <p style="text-align: right;"><i>(£14,221 CC funding)</i></p>	<p>Small group tuition was provided for all reception and KS1 children in phonics so they could receive specific and targeted support so that all children made good or better progress.</p> <p>Identified and targeted children attended all sessions, pupil voice showed that the children enjoyed these sessions and found them helpful. All children who attended sessions made good or better progress in their learning.</p>	<p>JC</p> <p>JC</p>	<p>July 21</p> <p>July 21</p>
<p><u>Intervention programme</u></p> <p>Appropriate English intervention, through our RWI</p>	<p><b><i>As part of our RWI catch up plan, 1:1 coaching,</i></b></p>	<p>All children who access the Read Write Inc programme had access to</p>	<p>JC</p>	<p>July 21</p>

programme, supports those identified children in reinforcing their understanding of basic phonic skills and application of reading.	<b>additional speed sound lessons and extra virtual classroom sessions are delivered to identified children. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</b> <i>(£1,000 virtual classroom cost RWI programme costing £2,400 costed above)</i>	the virtual classroom and specific, targeted children had additional sessions during school via the classroom so that they could close gaps and continue to make good progress.		
<u>Extended school time</u>  Identified children in Y6 are able to access a weekly booster club (1hr per afternoon targeting children to get to ARE/ 45 mins per morning targeting children to get to GD) during the Summer term. The attainment of those identified children improves, and effect of lockdown is becoming negated. Parents are supportive of the booster club and understand the identification process.	<b>Time freely given by teacher and snacks for the children made available.</b>	100% of all children accessed weekly booster sessions so that they made at least expected progress.	RF	July '21
<b>Total budgeted cost</b>				<b>£14,221</b>

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<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	<b>Online virtual classroom purchased to support children reading at home.</b> <b>Online mathematics resources (mathletics and TTRS) purchased to support children at home.</b>  £1,031.40 Mathletics £113.88 TTRS <b>£1,000 VC – already costed above</b>  <b>Stationery packs and exercise books are to be purchased and set aside for children to take home</b>	100% of all children had access to virtual classroom, mathletics and TTRS/Numbots. ‘Good balance of live lessons, pre-recorded sessions and independent learning.’ ‘Lots of provision, it was structured and worked very well.’ 100% of all children were provided with exercise books.	JB/LH/JC  JB/AM	April 21  April 21

learning irrespective of ability of child/parent to navigate the online learning.	<i>when home-learning occurs. Paper based packs created if necessary.</i> <b>£ 114.39</b>	100% of all children who needed were provided with paper based packs.		
<u>Access to technology</u>  During any remote learning provision, children can access additional devices so that they access remote education from home.  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.	<i>DFE funded laptops ordered and distributed.</i> <b>DFE Funded</b>  <i>Staff received a new laptop.</i> <b>£3,283 (from budget)</b>	100% of all families that requested a laptop were given one.  100% of all teaching staff received a new laptop.	JB/AM  JB	April 21  April 21
<u>Summer Support</u> NA				
			<b>Total budgeted cost</b>	<b>£ 4,542.67</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£14,800</b>
			<b>Cost paid through school budget</b>	<b>£11,958.29</b>
			<b>Total</b>	<b>£26,758.29</b>