**Catch-Up Premium Plan**

**Durham Lane Primary School**

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| **Summary information** | | | | | |
| **School** | Durham Lane Primary School | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £12,880 | **Number of pupils** | 161 |

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| **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** |
| 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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).  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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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 |

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| **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. |
| **Writing** | Children haven’t necessarily missed ‘units’ of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPs 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** | 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. |
| **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. |

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| **Planned expenditure -** The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools) | | | | |
| 1. **Teaching and whole-school strategies** | | | | |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting first quality teaching:  The core 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. | ***Additional time for SLT to work on subject leadership and objectives from the SIP surrounding recovery curriculum and blended home learning approach.***  ***Release time and additional cover will be required to facilitate the additional PPA.*** (£1000) |  | HG/EB/AB/AE/FK | Feb 21  Feb 21 |
| Teaching assessment and feedback  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. | ***To explore the implementation the Rising Stars National Test-style Standardised Assessments suite. Complete termly tests and record assessments on MARK to identify gaps an on Insight to track performance.***  ***(£3500)*** |  | EB/HG | July 21 |
| Transition support  Children who are joining school from different settings or who are beginning their schooling with Durham Lane have an opportunity to become familiar and confident with the setting before they arrive.  All children to spend two weeks in their previous class to ensure consistency and familiarity. | ***An interactive virtual tour of Durham lane Primary School is arranged and shared with all new-starters.***  ***Children to be received by their previous teacher to ensure high standards are set in September.*** |  | RG/FK | Ongoing |
| **Total budgeted cost** | | | | **£ 4500** |

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| 1. **Targeted approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| 1-to-1 and small group tuition  Identified children will have significantly increased rates of reading fluency and prosody. 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. | ***3 TA’s to be trained in Better Reading, children to be identified and interventions to be put into place.***  ***Additional release time and training to support the delivery of training of Better Reading (£750)*** |  | AE | Feb 21  Feb 21 |
| Intervention programme  An appropriate numeracy intervention, such as Lexia, supports those identified children in reinforcing their understanding of basic reading skills and application of word skills. | ***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).***  ***(£1000)*** |  | SLT | July 21 |
| Extended school time  Identified children are able to access daily morning learning from 8.45am – extending the school day for key year groups. The attainment of those identified children improves and effect of lockdown is becoming negated. | ***School previously opened at 8.55am. Additional 10 minutes of extra teaching time every day = 50 minutes a week.***  ***Reducing the lunch hour by 5 mins = 25 minutes a week. Equals to 75 minutes worth of extra teaching time a week.*** |  | All staff | Ongoing |
| **Total budgeted cost** | | | | **£1750** |

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| 1. **Wider Strategies** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting parents and carers  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. | ***Additional online learning resources will be purchased, such as Seesaw, Times table Rockstars, White Rose Maths Premium, Education City and Espresso to support children reading at home. Likewise, Spelling Shed will be purchased so that children can practise spellings at home.***  ***Survey to analyse which children have access to technology. Ipad’s to be delivered on first day of home learning. Stationary to be provided such as exercise books and pencils if required.***  ***£4480*** |  | AB/HG/EB/FK/AE | Feb 21  Feb 21 |
| Access to technology  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. | ***To purchase 23 IPad’s, 10 laptops. They are to be used to further support online access to resources for the children accessing extended school time.***  ***Purchase 23 IPad’s, 1 trolley and amend Oneit SLA to include management of IPad’s. This will enable the existing stock of laptops to be allocated to teachers. IPad’s can now be used by the children to support the curriculum. They can also be leant to parents to support home-learning if needed. Identified in whole school survey***  ***Laptops £5565***  ***IPad’s £5760.35***  ***IPad’s software £245***  ***IPad’s trolley £787 £12,357*** |  | HG | Feb 21  Feb 21 |
| **Total budgeted cost** | | | | **£23,087** |
|  | | **Cost paid through Covid Catch-Up** | | **£12,880** |
|  | | **Cost paid through school fund raising** | | **£2,000** |
|  | | **Cost paid through school budget** | | **£8207 (devolved capital grant)** |
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