**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** | £13,440 | **Number of pupils** | 168 (Autumn 2020 census) |

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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  Payment schedule  Schools will get funding in 3 tranches.   1. Autumn 2020 – this is based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority. 2. Early 2021 – based on updated pupil and place data. This payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds. **(£7,840.56 Early Year 2021)** 3. Summer 2021 term - a further £33.33 per pupil or £100 per place. **(£5,599.44 Summer 2021)**   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** | **The effect of this expenditure on the educational attainment will be assessed by.** | **Staff lead** | **Review date?** |
| Supporting first quality teaching:  The foundation subject 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 teacher to work in KS2 to support delivering a recovery curriculum. | ***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)**  **UPS teacher to deliver team teaching/bespoke interventions to ensure (£7,200)** | Use of whole school tracking systems.   * To track progress * To track attainment * To track progress and attainment of vulnerable groups * To ensure children are making better than expected progress.   Data capture Spring, Summer and Autumn Term.  All staff to complete pupil progress meetings in Spring, Summer and Autumn Term. | HG/EB/AB/AE/FK | July 21  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 a day in their next class 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.*** | To ensure all children are settled and are following expectations and rules and routines.  Measure impact from behaviour logs and CPOM records.  Through book looks to ensure high standards continue. |  | Ongoing |
| **Total budgeted cost** | | | | **£ 7200** |

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| 1. **Targeted approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **The effect of this expenditure on the educational attainment will be assessed by.** | **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 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)***  ***Additional TA time in KS1 –additional 5 sessions per week (£5,000)*** | Individual chosen children for better reading progress to be tracked and shared with SENCO.  Children to make better than expected progress with reading during their intervention period.  Data captures to be analysed in Spring, Summer and Autumn term. | AE  AE | July 21  July 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)*** | Individual chosen children for Lexia, progress to be tracked and shared with SENCO.  Children to make better than expected progress with reading and spelling during their intervention period. | 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. | ***Year 6 - 10mins***  ***Year 5***  ***Year 4***  ***Year 3***  ***Year 2***  ***Year 1***  ***3.15pm KS1 reception*** | Measure the impact of children being settled and ready to learn at the beginning of every day.  To assess this through environment walks, lesson observations, data captures, attendance records.  To assess punctuality and to address any lateness with punctuality plans or referrals to the Local Authority for poor attendance. |  | Ongoing |
| **Total budgeted cost** | | | | **£6750** |

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| 1. **Wider Strategies** | | | | |
| **Desired outcome** | **Chosen action/approach** | **The effect of this expenditure on the educational attainment will be assessed by.** | **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, Reading Bugs, Timestable rockstars, White Rose Maths Premium, Education City and espresso to support children reading at home. Likewise, Purple mash will be purchased so that children can complete their computing curriculum at home if needed.***  ***2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.***  ***£5880*** | To measure the impact of home learning. Children to have the opportunity to access home learning at all times.  HG to measure the usage of the online packages.  Year 4 children – measure impact of timestables rockstars for multiplication check.  All children to have access to remote learning instantly, high quality remote education offer. To evaluate the remote learning offer. | HG and EB | July 21  July 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:***  ***Interactive screen for nursery children £2,200***  ***Laptops £5565***  ***IPad’s £5760.35***  ***Ipad cases 31 - £200***  ***IPad’s software £245***  ***IPad’s trolley £787***  ***Wifi Dongle £150 £14,907*** | To track whole school progress in all core areas.  Progress and attainment to be tracked termly.  Children not on track will be highlighted in pupil progress meetings, with targeted support offered.  HG to measure impact of technology on learning in the environment. | HG | July 21  July 21 |
| **Total budgeted cost** | | | | **£34,737** |
| Autumn 2020 – this is based on the latest available data on pupils in mainstream schools and high needs place numbers in special, AP, hospital schools and special schools not maintained by a local authority.   1. Early 2021 – based on updated pupil and place data. This payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds**. (£7,840.56 Early Year 2021) 2020/21 financial Year** 2. Summer 2021 term - a further £33.33 per pupil or £100 per place. (£5,599.44 Summer 2021) **2021/2022 financial year** | | **Cost paid through Covid Catch-Up** | | **£12,880** |
| **Cost paid through school fund raising** | | **£2,000** |
| **Cost paid through school budget** | | **£8657 (devolved capital)** |
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