



Catch-Up Premium Plan

Deanery Church of England Primary School

Summary information

School	Deanery Church of England Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£33,600	Number of pupils	458

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

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.

EEF Recommendations

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

Maths	<p>Content missed from end of previous year therefore gaps in learning evident. Recall of basic skills fluency has reduced. Some lack of confidence and resilience evident across school. Variable levels of work completed under lockdown.</p> <p>Children appear to be more engaged with homework set online after the lockdown. Initial assessments have identified that lockdown has not had a negative impact on all children and some have continued to make good progress. Specific, targeted interventions and support is necessary for children identified.</p>
Writing	<p>Writing application across school remains strong. Some issues with handwriting and general presentation. Spelling and grammar reminders necessary. Less opportunities for children to develop their speech and language and Vocabulary (School improvement plan 2021-2022, addresses these issues)</p>
Reading	<p>Children were able to access reading throughout lockdown. Online reading scheme closely monitored. The gap between those children that read widely and those children who do not is now increasing. Requirement to improve comprehension and understanding and provide clearer, more detailed responses. (School improvement plan 2021-2022, addresses these issues)</p>
Non-core	<p>Science action research continues with a spiralling curriculum. This provides children with basic levels on knowledge in all areas, prior to building and deepening knowledge and understanding as the year progresses. Children have missed the opportunity to deepen some learning. Successive teachers will know where the gaps are and what skills need to be addressed as the year progresses.</p> <p>Skills mapping across the curriculum and careful planning of learning content and topics provide a full coverage of subject skills over the academic year. There will be some gaps to plug and some content not taught over the last 6 months.</p> <p>Opportunities and experiences to enhance the curriculum have been planned virtually, however, children will have missed out on residential and visits.</p>

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?
<u>Supporting great teaching:</u>				
Implementation of new Curriculum Maestro by new and existing staff. Deanery curriculum provides learning opportunities that build on previous skills and knowledge and is inspiring and engaging for all learners. Gaps in learning are identified and addressed	<i>Training provided to support curriculum planning</i> 20.6.2020, 1.9.2020, 27.11.2020 <i>Subject leader training</i> 7.10.2020 £ 450 £150	Teachers plan learning opportunities building on previous knowledge.	SLT	Termly
Reading is prioritised across school. Current restrictions of book sharing – limited access to school library.	<i>Additional curriculum reading resources purchased to enhance reading in the classrooms</i> £1,746 <i>Library loans per year group</i> £ 600	Reading continues to be a school focus. Children exposed to a quality texts available in the classrooms through the curriculum.	Reading Team	Termly
All staff are trained to deliver quality phonics lessons and early reading Adequate resources are available for all children to access – considering the COVID sharing restrictions	<i>Whole school phonics training booked April 2021</i> <i>Additional resources required across EYFS and KS1 to teach phonics</i> £650	All staff completed learning modules for Little Wandle. Resources in place to teach phonics and early reading from September 2021	KC	Summer
Vocabulary development and speech and language support	<i>Vocabulary development</i> £50 <i>Speech and language</i> £500	Staff completed NELI training, able to support language development of children.	JG	Termly
Quality maths teaching across school through effective CPD	<i>Online, whole school maths training. Bar models</i> <i>December</i> £149	All staff completed bar model training. Evident through teaching.	Maths Team	Feb half term

<p>Technology is used effectively both within school and for home learning</p>	<p><i>Explore available blended learning platforms</i> £ 250 <i>Additional time for teachers to set up Google Classrooms</i> £ 285 <i>Seamless reading at home and at school through BUG Club</i> £ 1,099 <i>New 'parents evening' system for bookings</i> £ 307 <i>Increase available devices for use within 'bubbles' and for home loan agreements</i> £ 7,480</p>	<p>Google classroom very effective in providing quality provision for home learning. Seesaw used for youngest children. BUG Club effective for seamless home/school reading under lockdown. (phased out recently due to new phonics and reading package). Booking system effective for parents evening. Parents have used the system for last 2 parent consultations. System used for other booking options for parents e.g. SEND reviews. Additional devices purchased. All children who required a device, received one and were able to complete home learning.</p>	<p>JL</p>	<p>termly</p>								
<p>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.</p>	<p><i>A Reading Fluency Champion will be trained to lead reading recovery across school.</i> £LTE training costs £650 tbc <i>Additional release time and training to support the delivery of the reading fluency project across school</i> £750</p>	<p>Reading lead in place. Assessment of phonics and reading needs undertaken. Catch-up programme implemented. Progress made in summer 2021: <u>Reception progress measures – 6 week intervention (28 chn)</u></p> <table border="1" data-bbox="1429 927 1753 1078"> <tr> <td>Making 1 terms progress</td> <td>Making 2 terms progress</td> </tr> <tr> <td>13chn (46%)</td> <td>15 chn (54%)</td> </tr> </table> <p><u>Year 1 progress measures – 4 week intervention (15 chn)</u></p> <table border="1" data-bbox="1429 1203 1753 1323"> <tr> <td>Making 1 terms progress</td> <td>Making 2 terms progress</td> </tr> <tr> <td>10 chn (67%)</td> <td>5 chn (33%)</td> </tr> </table>	Making 1 terms progress	Making 2 terms progress	13chn (46%)	15 chn (54%)	Making 1 terms progress	Making 2 terms progress	10 chn (67%)	5 chn (33%)	<p>SLT</p>	<p>termly</p>
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<p><u>Teaching assessment and feedback</u></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.	<i>Purchase and implement the Rising Stars National Test-style Standardised Assessments suite. Complete termly tests and record assessments on MARK to identify gaps and on Insight to track performance. Shine material</i> £ 1,496	Assessments undertaken. Analysis made. Pupil progress meetings undertaken. Staff aware of gaps in knowledge. Able to provide support and interventions to close the gaps.	AM	termly
<u>Transition support</u>				
Children who are joining school from different settings or who are beginning their schooling at Deanery CE Primary School, have an opportunity to become familiar and confident with the setting before they arrive.	<i>A virtual tour of school provided on the school website</i> £250 <i>Curriculum evening presentations completed and shared</i> £250	Parents and children accessed online recordings. Full reception intake September 2021.	SLT	As necessary
i Sub-Total budgeted cost				£ 16,462

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition – regular, timetabled intervention programmes – over a sustained period of time</u>	*See spreadsheet			
Across school, 1:1 or small group intervention programmes Lead by teaching assistance and teachers	<i>Additional teacher support</i> £8,967 <i>Additional TA support</i> £6,489 - <i>Phonics</i> - <i>Speech and language</i> - <i>Maths</i> - <i>Reading</i> - <i>Writing</i> <i>Mental-health and well-being</i> <i>Staff training (Anita and Jennie)</i> £598	Interventions undertaken. Evaluations completed on the impact, based on AfL and summative tests. Additional trained staff. More mentoring sessions available for children. Sessions in place summer 2021.	SLT KC JG JG AM AM AM	termly

<u>Intervention programme</u>					
BUG Club reading for blended home/school continuity	<i>BUG CLUB</i>	<i>(£ as above)</i>	Targeted reading available for children throughout lockdown. Assessments undertaken, analysis completed. Progress measures shared with governors Sept 2021. Maths curriculum continued to be taught throughout lockdown. Children and families continued to be supported throughout lockdown and upon return to school. Behaviour review completed. Positive school report received. Working party in place. Action plan in place. Adaptations made to behaviour approach. Meet and greet, recognition board, role of house captains, charity focus, ready respect safe. MS FORMS Parent behaviour survey completed by 223 parents.	AM	termly
Shine intervention for maths and reading	<i>Shine material</i>	<i>(£ as above)</i>			
Maths catch-up programme, recap essential content that children may have forgotten, and cover material that might not have been covered during school closure	<i>White Rose</i>				
Recovery curriculum training	<i>Online webinar (AM)</i>	<i>£10</i>			
Specific support for identified children with social and emotional needs	<i>External agency support</i>	<i>£500</i>			
Whole school behaviour review to support the mental health and well-being of all children	<i>Whole school training Summer 2021</i>	<i>£3,100</i>			
ii Sub-Total budgeted cost					£19,664

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			SLT	termly

<p>require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p><i>Additional online learning resources have been purchased, such as Bug Club to support children reading at home.</i></p> <p style="text-align: center;"><i>Maths TT Rock Stars, My Maths, £547</i></p> <p><i>CGP books purchased for all year groups. Immediately available for children to take home when home learning. (Maths, comprehension, grammar, spelling and punctuation, handwriting) £4,216</i></p>	<p>All children received CGP books to continue curriculum learning, in addition to live lessons.</p> <p>Parent feedback from questionnaires valued opportunity for children to work in books to avoid too much screen time.</p>		
<p><u>Access to technology</u></p> <p>Technology is available for all children who require to undertake home learning. Computers are on loan and to be returned to school with child.</p> <p>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.</p>	<p><i>Technology made available from DfE £0</i></p> <p><i>Additional technology available through SCCT grant £as above</i></p> <p><i>School purchased additional technology to enable access for all children who require it £ as above</i></p> <p><i>Vodafone donated 30 SIM cards £0</i></p>	<p>8 laptops were received from DfE.</p> <p>All children who required a device for learning whilst at home, received a laptop.</p>	JL	termly
<p><u>Summer Support</u> NA</p>				
iii Sub-Total budgeted cost				£4,763
Total budgeted cost				£40,889
Cost paid through Covid Catch-Up				£33,600
Cost paid through charitable donations				£3,900
Cost paid through school budget				£3,389