



# Catch-Up Premium Plan

## Horn's Mill Primary School

### Summary information

School	Horn's Mill Primary School				
Academic Year	2020-21	Total Catch-Up Premium Expected (Spring/Summer Term TBC on October Census)	£15,680	Number of pupils	204

### Guidance

N.B. School leaders have a more detailed version of this document that is inappropriate for the school website due to GDPR restrictions.

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 year's 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 on subjects

<b>Maths</b>	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'. Momentum for using 'TT Rockstars' as an independent learning tool has been lost. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.
<b>Writing</b>	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills and the subsequent feedback and improvement strategies that school provides. Grammar and Punctuation specific knowledge has suffered, leading to lack of fluency in writing. Spelling was already an area for development and this has been further disrupted with previously learned spelling patterns now lost. The minority 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.
<b>Reading</b>	Some children accessed reading during lockdown more than other subjects, but many children read nothing during the whole time. Some children borrowed reading books from school but this was a very small minority and was almost exclusively KS1 and Reception children. Children have returned to school less fluent in their reading, and comprehension skills have been specifically poor on their return. The gap between those children that read widely at home and those children who don't is now increasingly wide. Phonics learning has been affected significantly. Children missed significant learning of Set 3 sounds in the Summer Term. Much catch up intervention will be needed in order for children to access the phonics screening tests this academic year.
<b>Non-core</b>	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, and continue to miss out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.
<b>Well-Being</b>	Children are delighted to be back in school and generally seem happy. There are a minority of children who have struggled emotionally at home, and additional support has been provided for them.

**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
<p><u>Supporting great teaching:</u></p> <p>Ensure that in the most affected classes, catch-up is provided in order to ensure early intervention and the least long term affect.</p>	<p><i>Employ experienced TA full time in Team 1 and 2 from Jan – June 2021 (focus in Year 2 initially in Spring 1 until bubbles are hopefully relaxed later in the year) to ensure catch up in phonics, basic skills in maths and writing. Teacher to plan targeted and bespoke interventions for this additional member of staff to enable maximum progress.</i></p> <p><i>(£9,975)</i></p>	<p>Unfortunately, the lockdown and continued staff absence in Team 2 due to bereavement between Jan – June meant that this intervention had little impact.</p>	<p>ND</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><i>Purchase and implement the NFER Standardised Assessments for Year 1, 3, 4 and 5. Complete tests as required to match objectives taught and record assessments and identify gaps. Photocopying costs required for Year 2 and 6 assessment papers.</i></p> <p><i>(estimated £600)</i></p>	<p>Tests allowed teaching staff to identify gaps on children's return to school during the Autumn Term 2020. These were further used following children's return in March 2021.</p>	<p>SW</p>
<ul style="list-style-type: none"> <li>Reading progress across the school</li> </ul> <p>Children's reading progress will have improved due to 'home reading' books being provided for KS2 children at a more accurate level providing a more effective transition from the end of KS1 benchmarking to 'free reading'.</p> <p>Teachers will be able to accurately assess children's reading levels both in school and when children return from isolation/lockdown breaks in schooling. Children will have access to reading books at an appropriate level.</p> <p>Reading at home in Reception and KS1 will be more effective due to an improved quality of reading books. The particular sound that children are</p>	<p><i>Big Cat readers to be purchased for KS2 children High Interest/Low level Big Cat progress books purchased for low ability readers in KS2 (particularly the GRT community)</i></p> <p><i>Fluency Assessment purchased for children in KS2</i></p> <p><i>Read Write Inc 'Home readers purchased for KS1 which link to 'in school' teaching of Ready Steady Read.</i></p>	<p>A significant improvement in children's access to quality texts at the right level of challenge is observed. This alongside the introduction of the fluency assessments has allowed staff to be more targeting in their teaching to improve children's reading.</p> <p>Reading in all classes except current Y3 and 5 was the strongest out of the three subjects, with the least impact identified. 71% of children in KS2 were at least 'just below' ARE in Reading at the end of Summer 2021 with 59% at ARE or above.</p>	<p>KJ</p> <p>KJ</p> <p>AS</p>

<p>learning in school will be replicated exclusively in the book that the children take home.</p> <p>The RSR strategies that are used in school lessons can be used at home due to the supportive notes in the reading books linked to our 'in school' reading teaching.</p>	<p style="text-align: right;"><i>(£1,281)</i></p>	<p>Reading books are in line with the sounds now taught in school. 80% of children in attendance at school in June 2021 passed the phonics screening test, despite COVID lockdowns.</p>	
<ul style="list-style-type: none"> <li>• Maths progress across the school</li> </ul> <p>Teachers have an improved access to resources that are linked to our curriculum and allow for differentiated planning and gap filling. A range of links to additional resources are available along with further challenge for more-able pupils.</p> <p>The video nature of the resources will support children who are undertaking remote learning.</p>	<p><i>Purchase of White Rose Hub Premium Subscription</i></p> <p style="text-align: right;"><i>(£120)</i></p>	<p>Teacher wellbeing is significantly improved as workload has been reduced by the use of this resource.</p>	AL
<b>Budgeted cost</b>			<b>£11,976</b>

<b>ii. Small group interventions</b>			
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead
<ul style="list-style-type: none"> <li>• <u>1-to-1 and small group tuition</u></li> <li>• <u>Intervention</u></li> <li>• <u>Extended School Day</u></li> </ul> <p>Identified children will be taught in a bespoke way allowing for individual/small group gaps to be filled, bringing children up to a level where they can access learning with the main group.</p> <p>TAs will have an increased subject knowledge of basic grammar and punctuation for each year group, and how this can be applied to children's writing.</p>	<p><i>Catch up Interventions to be implemented by TAs on a 1:1 or small group basis during the school day and also as after school "Catch Up Clubs." Children will be identified by ongoing assessments and teacher judgement.</i></p> <p style="text-align: right;"><i>(School Budget – Staff time)</i></p> <p><i>'Pathways to Progress' writing intervention program to be purchased from the Literacy Company</i></p> <p><i>INSET day to be used for TAs to access the training videos</i></p>	<p>Lockdowns in January affected the impact of this intervention. Catch Up clubs that took place in Summer 2021 had significantly positive impact and parent feedback was pleasing. This led to further clubs following a similar model to continue in September 2021.</p> <p>Staff subject knowledge (particularly support staff) has been improved significantly using this product. This has allowed TAs to teach groups of children during English lessons</p>	<p>SW</p> <p>KJ</p>

	<p><i>Teachers to assign individuals or groups of children to appropriate lesson plans.</i></p> <p style="text-align: right;"><i>(£1,200)</i></p> <p style="text-align: right;"><i>(School Budget – Staff time)</i></p>	avoiding the need for further intervention later in the day.	
<b>Budgeted cost</b>			<b>£1,200</b>

<b>iii. Wider Strategies</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>
<ul style="list-style-type: none"> <li><u>Supporting parents and carers</u></li> </ul> <p>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.</p> <p>Teaching will be able to provide learning which meets the correct learning objectives in a more-simple and accessible way for parents that would be possible with existing school writing units.</p> <p>Vulnerable children will feel supported creatively to express themselves and improve focus and resilience</p>	<p><i>Additional online learning resources will be purchased:</i></p> <ol style="list-style-type: none"> <li><i>SEESAW App for online access and feedback to children</i> <i>(£889)</i></li> <li><i>Pathways to Home Learning and Poetry</i> <i>(£175)</i></li> </ol> <p><i>Music lessons purchased/subsidised for identified individuals through Music4Life</i> <i>(£80)</i></p>	<p>The purchase of SEESAW was hugely beneficial – especially with the additional lockdown time that occurred during January and February. Parents were overwhelmingly positive about this resource and our uptake and engagement with home learning increased significantly from the previous summer. Particularly positive was the engagement from Reception and Year 1 families who found the interactive ‘video’ delivery from our own staff to be very beneficial.</p> <p>Positive response from vulnerable children and family were noted. Lesson have continued since this time.</p>	<p>AL/JC</p> <p>KJ</p> <p>JC/EH</p>
<b>Budgeted cost</b>			<b>£1,144</b>

	<b>Total Budgeted Cost</b>		<b>£14,320</b>
	<p>Catch Up Funding Autumn Term £4,040</p> <p>Spring/Summer Term (TBC on Oct Census) £11,640</p>	Catch Up Funding Allocation Total	£15,680
	<b>Remaining Budget to support ongoing catch up plans</b>		<b>£1,360</b>