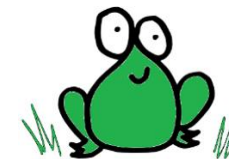


Note: This is a working document and will be continually reviewed and updated  
Revision 17/03/21

# Northborough Primary School Catch-Up Premium Plan



## Summary information

<b>School</b>	Northborough Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£15,120	<b>Number of pupils</b>	194

## 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

<b>Maths</b>	The Power maths scheme books were sent home and used to consolidate and support new learning during the lockdown and partial opening in Summer 2. However specific content has been missed, this has led to gaps in learning and stalled sequencing of journeys. The continuity of remote learning during lockdown has ensured children still have an appetite for maths and attitudes have not been affected, however they are quite simply, 'behind'. Recall of basic skills has suffered times tables MA1, and using and applying has been affected due to basic skills gaps – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.
<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. GPS 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 did not 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>	Children were able to access reading during lockdown more than any the 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 do not is now increasingly wider when returning in September 2020. The LA and SEND readers have been disproportionately.....
<b>Non-core</b>	During lockdown, the school timetabled in 'Topic Thursday's' and planned work for children to access and submit to the class teacher via Class Dojo. However, there are still gaps in knowledge – whole/ part units of work have not been completed / taught meaning that some 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. The school also timetabled 'Theme Friday's', which enabled a deep focus on a specific subject e.g. science days 'bird watching and surveys' 'sound vibrations investigation' etc. Children have also missed some other curriculum experiences e.g. trips, visitors and powerful curriculum moments (History of the page).

**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>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.</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</p>	<p><i>Time set aside at the end of July and training day September to enable class teacher with an effective handover units of learning/ strands missed.</i></p> <p style="text-align: right;"><i>(£ No cost )</i></p> <p><i>KS1 maths kits including numicon, bead strings, base 10 and place value counters.</i></p> <p><i>KS2 place value counters</i></p> <p style="text-align: right;"><i>(£ 500 )</i></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>Pixl baseline Testing in September for Year's 1 to 6 identify 'lockdown gaps' and support targeted teaching and provision mapping.</i></p> <p style="text-align: right;"><i>(£ No cost )</i></p>			
<b>Total budgeted cost</b>				<b>£ 500</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></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>Utilising existing HLTA to target SENDS pupils that have fallen behind – catch up programme of support</i>  <b>£18.94/hr ( £ )</b></p> <p><b>KS1 - KG</b>  <b>SP Tutor targeting key pupils requiring reading, fluency and decoding support.</b></p> <p><b>(£TBC )</b></p>		<p>HH</p> <p>HLTA</p> <p>KG</p>	
<p><u>Intervention programmes</u></p> <p>An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p> <p>An appropriate reading and inference programme of support</p>	<p>15 hour blocks of 8 groups  Year 4 – 3 groups  Year 5 – 2 groups  Year 6 – 3 groups  8 sessions English  2 sessions maths  All KS2  <b>SP Tutor targeting key pupils requiring basic skills maths and GPS support</b>  <b>Estimating 3 groups for Y1, Y2, Y3</b>  <b>(15x£39) x 9 = £5265</b>  <b>25% of £5265 = £1317</b></p> <p><b>KS2(£1170)</b>  <b>KS1(£1317)</b></p>		<p>HT / SLT</p> <p>Tutors</p>	<b>£2487</b>
<p><u>Intervention programmes</u></p> <p>Reading buddies using midday supervisors to target readers</p>	<p><b>Reading buddies targeting key pupils requiring basic skills reading support</b></p> <p><b>(£ 520)</b></p>		<p>AJ</p> <p>supporting</p> <p>CR</p> <p>EM</p> <p>LB</p>	<b>£520</b>
<p><u>Extended school time</u></p> <p>Identified children are able to access a weekly catch-up club (1hr per night x 3 per wk). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.</p>	<p><b>Year 6 being providing targeted teaching support.</b>  <b>This ‘catch up’ programme will aim to ensure children are ‘secondary ready and working at ARE.</b></p> <p><b>2 sessions per week (£667 Autumn )</b>  <b>3 sessions per week (£732 Summer 1)</b>  <b>3 sessions per week (£732 Summer 2)</b></p>		<p>JP</p> <p>AH</p>	<b>£2131</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <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>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.</p>		<p>(£ )</p> <p>(£ )</p>		
<p><u>Access to technology</u></p> <p>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.</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>(£ )</p> <p>(£ )</p>		

Summer Support NA				
			<b>Total budget</b>	<b>£ 15120</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£ 5638</b>
			<b>Cost paid through school budget</b>	<b>£</b>
			<b>Balance remaining</b>	<b>£9482</b>