Clifford All Saints Primary School Catch-Up Premium Plan May 2021

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| **Summary information** | | | | | |
| **School** | Clifford All Saints Primary School | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £13,360 | **Number of pupils** | 167 |

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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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1)  [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.  Evaluation will take place with each year group in the Summer term, shared with new year group teacher and then specific teaching in the Autumn term |
| **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.  Handwriting and spelling have both been impacted by the lockdown. Children were less enthusiastic about writing as a general trend across Clifford. The quality of work shared by children was lesser in quality in comparison to their maths and curriculum work. |
| **Reading and phonics** | 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. Phonics progression across EYFS and KS1 has suffered.  Part of the funding is being used to support our new phonics reading scheme and to improve teacher confidence in order to ensure children make rapid progress. |
| **Wider Curriculum** | 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. |
| **In school data- April 2021** | Data has been collected at the end of the Spring term and used to direct how catch up premium will be spent**.**  Our aim is that:  **· Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March. This means that if a child was working at an age-related expectation in a subject in March they are working at least to an age-related expectation in that same subject by the end of the year.**  **· By the end of the 2021-22 year, attainment outcomes for all year groups will be at least in line with those at the end of the 2019-20 year.** |

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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) | | | | |
| **i. Teaching and whole-school strategies** | | | | |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting Quality First teaching and assessment    The foundation 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.    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 a mastery approach  Ensure progression in phonics is rapid, supported by quality resources.  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 | ***Additional time for teachers to research and plan non- core subjects. Release time and additional cover will be required to facilitate the additional PPA.***  **Approximately £2000**  ***Purchase classroom manipulatives to support those working towards EXS in EYFS/KS1***  ***£ 1500***  ***Purchase additional manipulatives for KS2***  ***£820***  ***Add to the reading scheme with books for KS2 children that are phonically decodable £140***  ***Provide additional support and training for staff regarding phonics teaching. Approximately £300***  ***Additional support given through K Storey for phonics teaching in Y1 and put catch up plan in place through support for teacher and teaching assistant.***  ***£400***  ***Staff training on moderation of writing delivered as part of Learn Sheffield package. Cover needed: £300***  ***Staff training on assessment models to support quality and accuracy of writing, reading and maths assessment***  ***Y2 phonics assessment and Y1 phonic assessment support- K Storey to provide additional time and support.***  ***£800*** |  | HW/CR  RA/ CR  CH/CR  HW/CR | July 2021  July 2021  July 2021  July 2021 |
| **Total budgeted cost** | | | | Approximate £5820 |

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| **ii. 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.  Improve confidence in maths for PP children in KS2 and those that are below ARE in maths in KS2. Children are able to apply place value and calculation strategies confidently  Intervention programme    **Staff understanding of supporting children with SEND is enhanced so that they are better equipped to help ensure progress and there is no lost learning.**  **Children’s mental health and wellbeing has a high priority in school and support is put in place to support those children.** | ***Increase the frequency of 1 to 1 reading across school through TA time.***  ***K Marsland and B Birch: Approximately £500 during the autumn term.***  ***Targeted support through the NTP and teaching personnel. 15 children initially- 15 hours of tuition in maths.***  ***£200- first block***  ***£200- second block***  ***Fusion package of support for teaching staff and TAs.***  ***Support with planning for children with SEND through support from the SENDCo***  ***£2025***  ***Mental Health awareness day- Worry Wizard workshop all day.***  ***£355***  ***Fusion support for SEMH training.***  ***Part of £2025 fusion package*** |  | HW/CR  HW/CR  HW/CR  HW/CR | July 2021  July 2021  July 2021  July 2021 |
| **Total budgeted cost** | | | | Approximate £3280 |

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| **iii. 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. | ***Google classroom set up and approached put in place by school. Approximate cost: £ 200***  ***Spelling shed will be purchased by school for the year to support spelling at home and in school. Approx £360***  ***Payment of paper resources during first lockdown and following lockdown when required:***  ***Approx: £300*** |  | HW/CR  HW/CR | July 2021  July 2021 |
| 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. | **Continued support provided for parents and laptops provided through DfE and Learn Sheffield- admin time**  **Delivery of laptops and support for families**  **Approximate: £200**  **Laptops provided for teachers to enable them to work from home and provide quality resources for children self isolating or during lockdown**  **£1200** |  | HW/CR  HW/CR | July 2021  July 2021 |
| **Total budgeted cost** | | | | Approximate: £2000 |
|  | | **Total spent from catch up premium so far:** | | £11,100 |