

Catch-Up Premium Plan Stoke Park Primary School

Summary information					
School	Stoke Park Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£16,640	Number of pupils	208

Guidance	
<p>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.</p> <p>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.</p> <p>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.</p>	
Use of Funds	EEF Recommendations
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ☐ Supporting great teaching ☐ Pupil assessment and feedback ☐ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ☐ One to one and small group tuition ☐ Intervention programmes ☐ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ☐ Supporting parent and carers ☐ Access to technology

Summer support

Identified impact of lockdown

A range of baseline assessments in reading, phonics. Maths and writing were completed at the start of term 1 2020. SLT and class teachers have used the assessment data to identify the pupils who require catch up support. The following impact of lockdown has been identified:

Maths	<i>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. The data has identified that Year 6 and Year 3 have lost much of their earlier maths learning.</i>
Writing	<i>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. KS1 have missed vital time to practise phonics and letter formation. Year 6 SPAG scores were particularly low as were Y3. Many children across both key stages have forgotten the 'basics' of writing such as using writing sentences correctly using capital letters and full stops.</i>
Reading	<i>A significant number of children have made no progress or regressed in reading during lockdown; teacher feedback is that many children did not read often or widely. Reading is something that was more accessible for families and required less teacher input however lack of access to quality texts was an issue for many pupils. 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. The bottom 20% of readers have been disproportionately affected. Year 3 and Year 4 reading is a particular concern. The children in KS1 have missed a lot of phonics teaching and this was reflected in the low percentage of Y2 children passing the phonics screening test in September.</i>
Language and Communication	<i>We have a high number of children in the EYFS at Stoke Park who have identified speech and language needs and baseline data shows that lockdown has further impacted this. Oracy is already a focus on our school development plan and their needs to be a clear focus on communication and language for EYFS catch up.</i>
Pastoral Concerns	<i>Many children have found the routines of school challenging on return and the level of pastoral support required has increased. The need to operate in bubbles means that collaborative playtimes and projects have been paused.. The baseline assessment also indicates that there is an increased gap in attainment for the disadvantaged. Monitoring of home learning has also highlighted children who didn't engage with the curriculum during this period. Changes to activities that develop a sense of belonging, such as whole school assembly have had an effect on how we are able to share important values, safeguarding and behaviour messages.</i>

Intent of Catch Up programmes at Stoke Park

- Pupils will be identified using baseline data, specifically targeting those who are below ARE
- Catch up will begin in Term 2
- Targeted approaches will be funded by the Catch Up premium
- Existing school staff will deliver the catch up programmes
- The focus will be on reading and maths, particularly early reading and phonics
- Targeted support will take place during the school day wherever possible
- For EYFS, there will be specific tailored support to develop early language and communication skills

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools

Targeted approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff lead	When will you review implementation?
<p>Identified pupils in KS1 are supported with additional phonics teaching in order to make accelerated progress. Y2 had a target of 80% to pass the Y1 phonics screen.</p> <p>In addition, there are a number of children in Y3 who did not pass the Y1 phonics check who were due to be rescreened in Y2. This group have been identified for additional support.</p>	<p>1:1 phonics sessions twice weekly with teacher in addition to daily work in class.</p> <p>Small group daily phonics with teacher at lunchtimes.</p> <p>Twice weekly phonics group for y3 children in addition to daily work in class.</p>	<p>Children have missed a significant amount of phonics teaching; identified pupils with gaps in their phonic knowledge supported to learn specific sounds, in addition to whole class teaching and revision.</p>	<p>Weekly tracking of acquisition of sounds. Y2 phonics screening at the end of T2. Y1 will be screened at the beginning of T3.</p>	<p>GS CW TS</p>	<p>End of T2 for Y2 and Y3 Start and end of T3 for Y1</p>

Pupils who are working below ARE in reading are supported in order to make accelerated progress.	Additional guided reading sessions with teacher and 1:1 reading sessions with teacher/TA Common exception words intervention group in Y1.	PM benchmarking and reading assessments identified those pupils who are below ARE. Teacher feedback and reading records show that an identified group of pupils are not reading regularly at home.	Pupil tracking and monitoring of reading records. Benchmarking in T3.	CW PD OH	End T3
Identified pupils in KS2 make accelerated progress in arithmetic skills to secure fluency.	Support teacher in KS2 develops skills such as number bonds and times tables facts using 1:1 approaches such as precision teaching. Small group maths pre-teaching of skills (Y6)	Teachers and TAs deliver small group pre-teaching and catch up groups that relate to the curriculum covered in class. Precision Teaching is a proven evidence-based approach. EEF advises small group work to be high impact.	Support teacher plans with class teacher, TA teaches in class and catch up groups. Termly pupil progress tracking.	PD EM OH	End term 2 End term 3
Improved communication outcomes in Reception.	Nuffield early Language Intervention	Evidence based programme accessed via the gov.uk portal. Two days of training for the Reception teacher followed by intervention for pupils identified through programme assessments.	Intervention programme delivered according to training; outcomes monitored through programme assessment tasks.	CW LF	Baseline assessments term 2. End term 3
Phonics and early reading support				£3359	
Guided reading KS2				£4262	
Maths Support KS2				£3964	
NELI (2 days training - cost of intervention to be determined by number of identified pupils)				£192	
Total planned spend to end term 3				£11 777	