

# Catch-Up Premium Plan

## St Margaret's at Hasbury Primary School



### Spring/Summer 2021

Summary information					
<b>School</b>	St Margaret's at Hasbury Primary School				
<b>Academic Year</b>	20-21 summer	<b>Total Catch-Up Premium</b>	£13,080	<b>Number of pupils</b>	201

### 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
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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.

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>	Children were not systematically taught any of the maths curriculum in term 3 of 2019- 2020 meaning there are significant gaps in learning from these units of work. Specific content has been missed and our baseline data indicates that children are not as fluent with number facts and times tables. 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.
<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. Baseline data across the school was collected early September and March. Children were all given the same stimulus. The outcomes of this showed a large percentage of children across school who were not at ARE. Grammar is particularly weak.
<b>Reading</b>	Children accessed reading during lockdown through live reading lessons and e books. Year 1 children's phonics has remained the same or improved their phonics with 45% currently passed and with targeted intervention prediction is 76%-82%.
<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 on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

**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 (what children need to know for the next stage of their education) alongside new learning so that knowledge gaps can be reduced.</p>	<p>SLT to have 1-1 conversations with all Subject leaders to obtain a whole school picture of gaps in the curriculum. From this areas will be prioritised based on the key know edge children will need for their next phase.</p>		SS	May 21
<p>Manipulatives are available to support the teaching of maths</p>	<p><i>Children throughout school were provided with individual numicon sets to support their home learning.</i></p> <p><b>£425</b></p>			June
<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>Purchase and implement the Rising Stars National Test-style Standardised Assessments suite. Complete termly tests and record assessments on MARK to identify gaps an on Insight to track performance.</p> <p><b>£750</b></p>			April 2021
<p><u>Teaching assessment and feedback</u></p> <p>Teaching will start from where the children are at so that no gaps in learning form.</p>	<p>Staff have completed baseline assessments and know the gaps. In some cohorts children need targeted specific basic grounding of sense of number.</p>			March
<p><u>Quality first teaching in writing</u></p> <p>The new approach to writing will support children to make accelerated progress.</p>	<p>Continued CPD for all staff</p> <p><b>£200</b></p>			
<p><u>Targeted homework tasks</u></p>	<p>For KS1 high frequency words and focussed words will be sent home for children to practise</p>			Weekly

**ii. Targeted approaches**

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?

<u>Intervention programme</u> An appropriate maths intervention, such as Mathsletics , supports those identified children in reinforcing their understanding of basic maths skills and application of number.	An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently. <b>£1,000</b>		HK	Feb 21 April 21 June 21
Two co horts spilt into smaller groups for Writing and Maths staff: ratio ensures better engagements and outcomes.(depending on co horts needs). Same day intervention/ pre teaching to address gaps/misconceptions	PPA cover delivered by external agency to release 3 members of staff (DHT, Inclusion Manager, Cover supervising) .Members of staff deployed to teach half year groups and carry out same day interventions <b>£7,000</b>		SS	Monthly
<u>Extended school time – before school</u>	Mathletics club will run for targeted children before school. This programme will be facilitated by staff. It follow the pathway the children need to take in order to address the gaps in number.			Monthly

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<u>Supporting parents and carers</u>  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.	Additional online learning resources will be purchased, such as Mathletisc, e books to support children reading at home. Likewise, Spelling Shed will be purchased so that children can practise spellings at home.  home-learning paper packs are printed and ready to distribution for children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.  <b>£500</b>		SS/FJ          LH	Feb 21 April 21 June 21          Feb/march 21
<u>Access to technology</u>				

<p>During 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 facilitate effective home learning with increased capacity to share resources and communicate learning to children.</p>	<p>Continued staff development on the use of Google classrooms so that staff meet the home learning offer set out by the school.</p>			<p>Ongoing as and when bubbles are sent home to isolate.</p>
<p><u>Summer Support</u> NA</p>				