



# Catch-Up Premium Plan

## Coopers Lane Primary School



Summary information					
<b>School</b>	Coopers Lane Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£48,900	<b>Number of pupils</b>	610

### 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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<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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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"> <li>☐ Supporting great teaching</li> <li>☐ Pupil assessment and feedback</li> <li>☐ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>☐ One to one and small group tuition</li> <li>☐ Intervention programmes</li> <li>☐ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>☐ Supporting parent and carers</li> <li>☐ Access to technology</li> <li>☐ Summer support</li> <li>☐</li> </ul>
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Identified impact of lockdown	
<b>Maths</b>	<p>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'.</p> <p>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.</p>
<b>Writing</b>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. 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.</p>
<b>Reading</b>	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, some children are less fluent in their reading and the gap between those children that read widely and those children who didn't has widened. The area needing greatest focus is comprehension and ensuring that children have a deeper understanding of what they are reading.</p>
<b>Non-core</b>	<p>During the Summer Term, remote learning provision across the wider curriculum was limited. This means that there will be gaps in knowledge where children have missed entire topics. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. However, the school made use of the lockdown period to complete a revision of the wider curriculum. The revised History, Geography and PSHE curriculum will be taught in half-termly topics with children gaining a deeper knowledge in these subjects.</p>

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> The gap is reduced between children with additional needs who are working below expectation and have fallen further behind during the pandemic, and their peers.</p>	<p><b><i>Additional SEND support staff in specific year groups (Yrs 2, 5 and 6) to support children with additional needs but without an EHCP, who have fallen behind.</i></b></p> <p><b><i>(£25,000)</i></b></p>		PH/TP	Feb 21

<u>SEMH support</u>	To improve attitude to learning and behaviour of all pupils and in particular those with Social, Emotional and Mental Health needs.	<b>Additional Learning Mentor support both in class and on a 1:1 or small group basis for specific bubbles (Reception, Y4 – 6)</b>  <b>(£10,000)</b>		PH	Ongoing
<b>Section 1 cost</b>					<b>£ 35,000</b>

<b>ii. Targeted approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>	
<u>1-to-1 and small group tuition</u>	Identified children will have a significant improvement in their attainment for Reading and Maths.	<b>Teachers to offer 1:1 or small group tutoring sessions to identified children in Yrs 2-6.</b>  <b>(£7000)</b>		PH	Feb 21
<u>Intervention programme</u>	PiXL intervention therapies are delivered successfully across KS2 with significant improvement to attainment outcomes.	<b>Identified support staff from across KS2 to receive high quality training on delivering effective intervention therapies (PiXL). This is to include tracking of data.</b>  <b>(£1000)</b>		JM	Feb 21
<b>Section 2 cost</b>					<b>£8,000</b>

<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			AR	Feb 21

<p>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><b><i>Additional online learning resources will be purchased, such as SumDog to support children with Maths at home.</i></b></p> <p style="text-align: right;"><b>£1,000</b></p> <p><b><i>Stationery packs, including exercise books, sent out to all children for remote learning. Home-learning paper packs are printed and ready to distribute for identified children (e.g. SEND).</i></b></p> <p style="text-align: right;"><b>£500</b></p>		AR/TP	Feb 21
<p><u>Access to technology</u></p> <p>In school, children have access to technology to support learning with additional online resources and activities.</p>	<p><b><i>Purchase 30 Chromebooks which can now be used by the children to support the curriculum. They can also be leant to parents to support home-learning if needed.</i></b></p> <p style="text-align: right;"><b>£5,500</b></p>		AR	Feb 21
<b>Section 3 cost</b>				<b>£ 7,000</b>
			<b>Total cost</b>	<b>£50,000</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£48,900</b>
			<b>Cost paid through school budget</b>	<b>£1,100</b>