

Catch-Up Premium Plan

September 2020 - August 2021



*Together on a voyage of discovery...
raising standards and safeguarding children*

Dussindale Catch-Up Premium Plan 2020-21

Updated 19.11.20

Summary information			
School: Dussindale Primary School	Academic Year: 2020-21	Total Catch-Up Premium: £28,600	Number of pupils: 346
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> <ul style="list-style-type: none"> ➤ Teaching and whole school strategies <ul style="list-style-type: none"> ▪ Supporting great teaching ▪ Pupil assessment and feedback ▪ Transition support ➤ Targeted approaches <ul style="list-style-type: none"> ▪ One to one and small group tuition ▪ Intervention programmes ▪ Extended school time ➤ Wider strategies <ul style="list-style-type: none"> ▪ Supporting parent and carers ▪ Access to technology ▪ Summer support 	

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Identified impact of lockdown	
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children have returned with 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>
Writing	<p>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 evidently didn't write much during lockdown have to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject as this was something that was more accessible for families. However, 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 has also suffered in the lower school as parents did not feel equip to support their children with this.</p>
Non-core	<p>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.</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?
<u>Supporting great teaching:</u>				
Develop a consistent reading approach across the school to ensure reading is accelerated and the gap caused by lockdown diminishes for all pupils	Daily Talk for Reading training and resources (£7500) Increase in reading material (£1300)		LN MB	Mar 21
Develop a consistent maths approach across the school to ensure maths is accelerated and gaps caused by lockdown diminish for all pupils	Multiplication matters CPD Release time for Angles Maths Hub training and cascading to staff (£1500)		LS HG	Feb 21
Develop a consistent writing approach across the school to ensure writing is accelerated and the gap caused by lockdown diminishes for all pupils	Daily Talk for Writing training and resources (£5000 annual budget)		MB HG AC FW JH	Feb 21
Foundation subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught	Release time for teachers and Subject Leaders to research and plan non-core subjects (£1000)		Staff	

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<p>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.</p>	<p>Purchase additional resources such as maths manipulatives and talking tins</p> <p>(£2100)</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>Purchase and implement the National Test-style Standardised Assessments suite PIRA and PUMA. Complete termly tests and identify gaps.</p> <p>(£1000 annual budget)</p>		Staff	July 21
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling at Dussindale will have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>Class videos made to share with new comers ahead of starting. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining.</p> <p>(£500 annual budget)</p>		Staff	Ongoing
Total budgeted cost				£ 18400

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ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified disadvantaged children receive 1:1 or small group tuition in either reading, writing or maths to ensure progress is accelerated and the gap caused by lockdown diminishes for all pupils	National Teaching Programme tutor 1:1 - 15 hours per pupil (8 pupils, 1 hour each) <i>(£187.50 × 4 × 2 = £1500)</i> National Teaching Programme tutor 1:3 (15 pupils, 1 hour per group) <i>(£225 × 5 × 2 = £2250)</i> Screens to enable interventions to be taught between bubbles <i>(£400 in annual budget + £600)</i> <i>(£4350)</i>		LN LN LN	Feb 21 Feb 21 Feb 21
<u>Intervention programme</u> Appropriate intervention support is delivered to identified children to ensure their understanding is reinforced and progress is	Talkboost Sound Discovery Catch Up Reading		LN	Mar 21 July 21

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accelerated with the gap caused by lockdown in either speaking and listening, phonics, reading, writing and maths diminishing	Clipboard maths PiXL Lexia <i>(£4000 in annual budget + £200)</i>			
<u>Extended school time</u> Identified children are able to access a weekly catch-up club (1:1 tutor or 1:3 small group interventions) to ensure the gap caused by lockdown in a core subject diminishes.	National Teaching Programme tutor 1:1 - 15 hours per pupil (4 pupils, 1 hour each) <i>(£187.50 × 2 × 2 = £750)</i> National Teaching Programme tutor 1:3 (9 pupils, 1 hour per group) <i>(£225 × 2 × 2 = £900)</i> <i>(£1650)</i>		LN	Mar 21 July 21
			Total budgeted cost	£6200

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<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.	12 additional ipads to support children with individual intervention and home learning. Disadvantaged children can borrow overnight or if isolate. (£4800)		LN	Feb 21 July 21
<u>Access to technology</u> Eight laptops with clicker installed to enable identified disadvantaged pupils to make accelerated progress in writing and narrow the gap caused by lockdown	8 laptops Clicker licenses (£4200)		LN	Feb 21 July 21
<u>Summer Support</u> NA				
Total budgeted cost				£ 9000

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	Cost paid through Covid Catch-Up	£28600
	Cost paid through school budget	£10900
		<u>£39500</u>

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