



COVID Catch-Up Premium Plan

Goostrey Community Primary School

Summary information					
School	Goostrey Community Primary School				
CATCH Up Lead :	Lyndsey Atkins				
Academic Year	2020-21	Total Catch-Up Premium	£16 960	Number of pupils	212
Date of Plan Agreed:	Autumn '20	Approved by:	Staff and Governors	Review date:	Spring term 2021

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 across the country. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge we face here in GCPS.</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>The EEF advises the following:</p> <p><u>Teaching and whole school strategies</u></p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p><u>Targeted approaches</u></p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time

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.

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled progress. Children, since returning, have been keen to learn, lockdown has not affected their attitudes - they are quite simply, 'behind' where they should be. Recall of basic skills has suffered – children are not able to recall facts as quickly as they normally would. TT Rock Stars has been accessed by families throughout the lockdown but pupils are still behind with their times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments and evident in general class / group teaching sessions</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 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. The quality of the children's hand writing has generally deteriorated.</p>
Reading	<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. The Accelerated Reader programme was adapted for home use, for the older pupils throughout lockdown which did help with consistency. 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. The bottom 20% of readers have been disproportionately affected.</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 other experiences unique to our school that bring the curriculum to life – for example, our annual whole school exhibition.</p>

Planned expenditure -				
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 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.</p>	<p><i>The Curriculum lead, Mrs Cowell, with staff, developed two crucial documents to highlight and subsequently bridge gaps over a 2 year teaching programme</i></p> <ul style="list-style-type: none"> • Recovery, development and improvement plan for the curriculum. • Addressing the Gaps in the Curriculum. <p>No extra money cost but additional staff hours to develop</p>			Feb 21
<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><i>Review the assessment cycle for all classes</i></p> <p><i>Continue to use the Rising Stars National Test-style Standardised Assessments. Complete termly tests and record in- house assessments in preparation for termly pupil progress meetings. Develop our own assessments in line with our curriculum e.g. hot and cold maths, phonics assessments, benchmarking.</i></p> <p>No Cost</p>			July 21
Total budgeted cost				£ 0

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition and Intervention Programmes</u></p> <p>Identified children, who by October half term were showing a significant dip in the core subjects, to work 1 to 1 or in small groups with staff. Aim to increase confidence and understanding leading to a dip in attainment being negated.</p> <p>Appropriate numeracy and literacy interventions, to support those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p><i>Goostrey School experienced, teaching staff who teach classes part time have agreed to work with 1-1 or with groups of children outside of their normal teaching hours. These staff will work with the year groups that they know best.</i></p> <p><i>Alternatively, some class teachers have opted for the teacher to take their class so they can deliver the 'catch up' work with the pupils.</i></p> <p>(£9844)</p> <p><i>In addition, one ex high school maths teacher extra 2 half days a week until May 2021 half term £4500 and one TA extra 0.2 In juniors November 2020 to August 2021 £2400</i></p> <p>(£6900)</p>			<p>Feb 21</p> <p>Feb 21</p>
<p>Resources purchased and staff training accessed to assist with catch up across year groups</p>	<p><i>Resources – Read to Write – writing programme across the school + relevant materials £2090. White Rose maths purchased. £100</i></p> <p><i>Training – reading and writing webinars – 14 sessions across the school including resources £500. Extra catch up training sessions for Y2 and Y6 teachers + reading closing the gaps booklet £110</i></p> <p><i>TT Rock Stars £151</i></p> <p><i>Purple Mash to be renewed in light 'catch up' £500</i></p> <p><i>Nessie programme of study purchased £331</i></p> <p><i>Accelerated Reader to be embedded in the juniors £1768</i></p> <p>(£5550)</p>			

	Library shelving and extra books ordered for infants and juniors Baskets for books now in place for easy access for pupils (£8025 – PTA funded)			
<u>Extended school time</u> Identified children are able to access a weekly homework club in the juniors. Year 6 'catch up arithmetic club' to run in the spring term for identified pupils.	<i>These clubs to be run by class teachers and head teacher therefore no additional money cost</i>			Ongoing
			Total budgeted cost	£22,294

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.	<i>Blended learning in line with our curriculum and if applicable– White Rose maths, videos for parents to access eg phonics teaching, BBC Bite Size, BBC Teach, Oak Academy, personalised learning planned and delivered by the teacher. Keeping in touch with parents through emails, phone calls etc. Parents' Evenings through phone call autumn 2020 – 98% engagement by families</i> No extra money cost. Increased work hours for staff – no remuneration.			Ongoing

Whole school strategies	<p><i>Adapting pace of the class when needed and working with the pupils to encourage resilience and independence.</i></p> <p><i>Headteacher taking bubble assemblies throughout the week to allow staff to take booster groups</i></p> <p><i>Using all opportunities to boost children's learning outside of the normal teaching time- quick 2 minutes at break, management time, PPA time etc</i></p> <p><i>Staff on role volunteering to support classes outside their normal work hours. Other volunteers an invaluable resource, to be welcomed back as soon as risk assessments will allow.</i></p> <p><i>Open dialogue and support between staff members. Staff are experienced and an established team. They are flexible and able to adapt quickly and effectively to enable catch up.</i></p> <p>No extra cost</p>		Ongoing
			Total budgeted cost £22,294
		Cost paid through Covid Catch-Up	£17,200
		Cost paid through PTA	£ 8025
		Cost paid through school budget	£5094