

Catch-Up Premium Plan – Calcot Schools 2020-2021

Autumn Catch-Up Premium £9540	Spring & Summer Catch-Up Premium £26,980	Total Catch-Up Premium Budget £36,520

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 EYFS through to 11. This funding will be provided in 3 tranches. The government will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. They then will distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, they will use the 4 to 15 pupil headcount from the October 2020 census. The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil. A further £33.33 per pupil will be paid during the summer term 2021. Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

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

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.

Calcot Schools have chosen the following strategies as a focus for the effective use of Catch Up Premium

Teaching and whole school strategies

- Supporting quality first teaching
- Transition\SEMH support

Targeted approaches

- One to one and small group tuition/booster groups before and after school
- HAF clubs during holiday periods
- Intervention programmes
- T2T counselling for Y6
- Technology support and well-being support for families during home learning
- Enrichment opportunities for PPG/SEND children
- Wellbeing engagement with BAME community
- Pupil assessment and feedback

Context of the School and rationale for the strategy

The school remained open through the first lockdown for keyworkers and vulnerable children initially, then as government guidance changed Reception, Year 1 and Year 6 and finally a full school return in Sep 2020.

- Our proportion of disadvantaged pupils across the school is high compared to both local and national statistics. 25% of the school population are identified as pupil premium.
- The majority of children from Reception to Year 6 engaged with the detailed online learning that the school provided. The school also provided book packs and learning resource packs to support online learning and provide additional ways in which children could complete learning at home. There has been a proportion of families that did not engage with on line learning at all and this increased during the second lockdown at the start of 2021
- During lockdown it was felt that children were missing the support of their friends and teachers - wellbeing, confidence building and building equity for disadvantaged students is a priority
- Reception, Y1 and Y2 pupils have not received consistent and direct phonics teaching since March 2020 this will need to be addressed.
- Children in current Reception and Y1 have been the most disadvantaged with lockdown interrupting their early stages of school development – this has affected their acquisition of basic skills in reading, writing and maths
- Some families had limited access to reading books this affected children in terms of their word reading, fluency and comprehension

Identified impact of lockdown

SEMH	Some children's social and emotional needs have been affected adversely by closures and Covid 19 and they need more support. All children have missed social interaction and some have heightened anxiety about returning to school. Some have had traumatic experiences either through bereavement or family breakdowns. (Questionnaire to parents July 2020)
Maths	Specific content has been missed, leading to gaps in learning and missed curriculum coverage of concepts and processes. Whilst high quality resources and links have been provided through children using the Google Classrooms, and devices provided to support families without access, teaching time has been missed and children have not had time to consolidate learning. In some cases recall of basic skills has suffered – some children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills and stamina. Much of the remote learning experience was online, and many children have barely written at all in the periods of lockdown. There are also gaps of specific grammar, spelling and punctuation knowledge that haven't been taught. Those who have maintained writing throughout lockdown are less affected, particularly the children who attended 'bubble' school, however those who evidently didn't write much have had to work additionally hard on writing stamina. For some children there has been a dip in motivation to continue to improve (edit) their work.
Reading	Whilst some children found it easier to access reading during lockdown than other subjects, the gap between those children that read widely and those children who didn't has noticeably widened. Families lost motivation for reading daily – a strategy previously well supported - potentially due to the increased pressure to engage with remote learning across the curriculum and many children were impacted by lack of 1:1 adult support with their reading. Some pupils may have had limited access to reading materials and phonics teaching during the summer term and therefore, their reading ages were lower than expected at the beginning of Autumn 2020.
Non-core	Although, our Foundation subject curriculum have been a focus of remote learning, many children who showed limited engagement focused on the core areas of learning. This has left gaps in knowledge for non-core subjects –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 important curriculum experiences e.g. trips, visitors and other opportunities usually provided for enrichment.

Our vision and priorities for recovery

Vision for Recovery

- Children and adults need time to heal, time to recognise the hardships and positives of Lockdown.
- Children and adults need time to enjoy being back at school together, and time to explore all this fully and move on as a community.
- As a school community we need to take time to recognise the effect of all types of loss - Loss of routine, Loss of structure, Loss of freedoms, Loss of friendships, Loss of social interaction, Loss of identity within a group and bereavement within the immediate or extended family, friends and within the community
- All of our learners will need a holistic approach to recovery, and some may need a more focused recovery intervention programme, personalised to their needs.
- All of our children and their parents will recognise that they have lost time in learning. We must show them how we are addressing these gaps, with appropriate recognition of how hard they have worked at home, under difficult circumstances

Priorities for Recovery

- Transition sessions for all pupils in the last 2 weeks of lockdown to ensure all pupils were ready for their next stage in learning
- Summer school 2020 to target vulnerable pupils and those most disadvantaged by lockdown through a HAF club in school
- Bringing children back to what they know and are familiar with in terms of boundaries, expectations, values and ethos
- Initial acknowledgement of the emotional issues but with a clear vision for the way forward in learning expectations and priorities
- Detailed assessment in first 4 weeks (both summative and formative) to identify gaps and regression
- Teaching current year group objectives with high quality further differentiation and some amendments to medium term overviews in the interim (Maths/Literacy)
- A recovery curriculum for Phonics in reception, Y1 and Y2 (some aspects of Y3)
- A programme of academic mentoring consisting of support for continued home learning and a focus on working with parents to enable them to target basic skills at home with the help of practical resources and teacher guidance
- A programme of after school booster groups and tutoring for targeted Y6 disadvantaged pupils to ensure they are “secondary school ready” and have caught up on lost learning and recovered gaps in knowledge and understanding.
- Summer school 2021 to target vulnerable pupils and those most disadvantaged by lockdown with the most significant gaps in learning through HAF club

Catch-Up planned expenditure				
(i) Teaching and whole-school strategies				
Desired Outcome	Chosen Approach	Impact	Staff	Costs
Supporting quality first teaching: A recovery curriculum will be planned with a focus on how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	<ul style="list-style-type: none"> Detailed assessment in first 4 weeks (both summative and formative) to identify gaps and regression Teaching current year group objectives with high quality further differentiation and some amendments to medium term overviews in the interim (Maths/Literacy) A recovery curriculum for Phonics in reception, Y1 and Y2 (some aspects of Y3) Additional home-school reading books bought to enable phonics recovery curriculum to be supported at home 	Baseline assessments completed (Summer term NTS papers for Reading and Maths, Salford and Hodder tests) Identification of key children targeted for additional support. Staff training for the 'ready to progress' document in maths to ensure appropriate priorities were met in the maths curriculum. Phonics lead to plan recovery curriculum for Y1 and Y2 phonics Recovery curriculum in place. Gaps in knowledge and learning recovered over time	HT SLT All staff	NONE Planning and CPD took place in existing leadership/release time as well as staff PPA time £516 For new reading books
Transition/SEMH support To ensure all children are given opportunities to prepare for a return to school	<ul style="list-style-type: none"> Transition sessions for all pupils in the last 2 weeks of lockdown to ensure all pupils are prepared for the start of the new academic year/return to school Children to meet their new teacher and familiarise themselves with their new classroom prior to the summer holidays 	All staff are aware of and understand expectations and relationships link to behaviour and emotional needs. Children are ready to return to school and they feel safe and secure.	HT All staff	NONE Transition took place in normal school hours prior to the summer holiday
Supporting quality first teaching: Introducing Continuous provision in Y1 to support gaps in Reception provision and experience caused by lockdown.	<ul style="list-style-type: none"> Re-designing the Y1 environment and provision to recover gaps in the reception experience caused by lockdown A focus on introducing key aspects of continuous provision into Y1 – independent learning stations, a role play/reading corner, resources to support physical development as part of child initiated learning 	Children who enter Y1 from reception are able to engage in aspects of continuous provision and child-initiated learning. This will help them transition to Y1 by recovering aspects of reception learning and experience that were lost due to lockdown.	HT KS1 Team leader & Y1 teachers	£720 for Y1 resources
Total cost				£1236
(ii) Targeted Approaches				
After school One to one and small group tuition. Pupil assessment and feedback	A programme of before and after school boosters for targeted disadvantaged pupils to ensure they have caught up on lost learning and recovered gaps in knowledge and understanding	Identified children received additional support to recover lost learning and basic skills. This was hindered by further lockdown in Jan 2021 and provision has continued since full return.	HT SLT YGL	1:1, Boosters 8hrs of afterschool boosters each week - £7,632
Introduction of HAF clubs during holiday periods for most disadvantaged pupils	Programme in place to build self-esteem and confidence within the school environment focussing on physical activities, social experiences and healthy eating.	The HAF club has been full for every holiday period since it started, and has now broadened to include additional children. This has been extremely popular with children and parents evidenced by feedback received.	HT SBM MNR	Continuous DSL provision during holiday periods to ensure most vulnerable children were supported as necessary.

Intervention programme across the school to support identified children to close gaps	A programme of academic support and tutoring for children to close learning gaps and accelerate progress within the school day. Interventions included: NELI, Accelerated/accelewrite, targeted handwriting, Reading interventions, Maths interventions, Timetables club, EAL support	Key gaps in learning were identified to support and basic skills were revisited and reviewed.	HT SLT YGL	Additional staff cover for tutoring Additional hours for TAs to deliver interventions £13840 (40 hrs per week)
Additional emotional support for Y6 students to prepare for transition through T2T counselling	Children were identified from parental questionnaires for children needing additional support for transition following lockdown. These children received individual counselling sessions every week to support emotional wellbeing.	Children engaged well with this and parents supported this initiative. This has continued as part of the provision we focus on Y6	HT SLT Y6 lead	Paid through PPG funding
Additional emotional support for all children since returning to school.	Children were identified by staff and parents within the school to receive ELSA support for anxiety on returning to school. These children received individual support to help them with their anxiety around COVID.	Children engaged well with the sessions and the children have become more relaxed about being in school.	HT SLT FSW	Elsa time covered in PPG funding Overseen by Inclusion manager: £1760 (43 hrs)
Technology to support remote learning and continuous home learning	Following a survey in Jan 2020 families were identified who needed access to a device to work on during periods of lockdown. We were able to provide devices for every family who requested one, and support families to access this technology when working remotely through support from our ICT lead.	All families had the capacity to access remote learning and could receive technical support when necessary. This hugely increased engagement and gave opportunities for check ins and support for children and parents	HT Inclusion manager/ICT lead FSWs	Technical support: £2500 (61 hours) Costs of charging lockers £6821 Computer bags £639.30
Wellbeing enrichment opportunities for PPG and SEND pupils	Two subsidised sailing clubs were run during the first half of the Autumn term to promote wellbeing and build confidence and self-esteem.	These were very popular and well attended by pupils and supported by SLT and Governors	HT DHT Inclusion lead SEN governor	Minibus costs Covered through PPG SLT time £1692 (6hrsx6weeks)
Wellbeing workshops targeted at the BAME community	Music teacher worked alongside colleagues at T2T to provide wellbeing workshops for children to share how music can help with low mood. This was offered to existing pupils in Y5 and Y6 and ex-Calcot students up to Y8.	These were well attended and children enjoyed this opportunity to engage with familiar staff in a different type of workshop.	HT T2T Music staff	Well being club Karlos £400
Total cost				£35,284.30
Total				£36,520.30