

# Catch-Up Premium Plan Amblecote Primary School



## Summary information

<b>School</b>	Amblecote Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£23,200	<b>Number of pupils</b>	290

## 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

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.

## EEF Recommendations

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>	<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. Gaps specific knowledge has suffered due to lost learning, leading to lack of fluency and cohesion 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, 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>
<b>Non-core</b>	<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>
<b>Early Years</b>	<p>The impact on our pupils in Early Years had been quite significant. The reduced experiences in a pre-school / nursery setting and the lack of focussed transition has had a huge impact on the children's' readiness for school. Speech and language and listening and attention are significantly behind, as are the pupils' PSED skills. The reception cohort has a high proportion of SEND need of varying levels. The usual planned parental workshops to engage parents with their children's learning and to share expectations have not been able to be held. in the past. There has had to be a huge focus on settling the children into school life and developing independence and self-help skills., which has impacted on the delivery formal teaching of early reading, phonics and mathematics.</p>
<b>SEMH</b>	<p>Many of our children have experienced increased anxiety during the last 9 months and as a school this is an area that we must address before the learning of key skills can be embedded.</p>
<b>Attendance</b>	<p>Since the full re-opening of school, it is vital that all children have excellent attendance. Only with excellent attendance, can we begin to close the gaps created by lost learning and work towards minimising the impact on pupils' education.</p>
<b>Parental engagement</b>	<p>It is vital that as a school we continue to have positive relationships with our parents. Through regular communication and support, parents will understand the expectations on themselves and their children as we work together to minimise the impact that the lost leaning has had.</p>

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

**1. Teaching and whole-school strategies**

Desired outcome	Chosen approach	Anticipated cost	Impact (once reviewed)	Staff lead	Review date
<p><u>High-quality teaching for all:</u></p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports the learning.</p>	Purchase additional manipulatives for EYFS/KS1 initially	<b>£1600</b>		JC & phase leaders	Feb 2021
<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. The use of knowledge organisers for foundation subjects will be used and shared with parents.</p>	Additional release time for teachers to research and plan non-core subjects and prepare subject knowledge organisers. Strong focus on the children exposure and understanding of key subject specific vocabulary.	<b>£1000</b>		Phase leaders	Feb 21  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>Pupils with SEND have accurate Learning assessments completed</p>	<p>Purchase and implement the NFER Test Standardised Assessments Tests for Year 1 - 5. Complete termly tests, and use online analysis tool to record identify gaps to track performance. All NFER Tests provide both standardised and age-standardised scores to help benchmark pupils' results against the results of pupils nationally, and make accurate comparisons between pupils and groups of pupils in school. In addition, summer tests provide reliable age-related expectations measures.</p> <p>Make effective use of the Learning Support Service and purchase additional credits for detailed assessments of pupils causing concern.</p>	<p><b>£2915.54</b></p> <p><b>£600</b></p>		JC MP Phase leaders  SENDCos	Feb 21 July 21  Feb 21 Apr 21 June 21
<p><u>Supporting remote/home learning</u></p> <p>Immediate access to quality published printed resources.</p>	Purchase and utilise the appropriate catch up bundle for each child in school. Use as immediate access to home learning and for reinforcement of key skills for homework.	<b>£3817.50</b>		JC & MP	Ongoing

<p>Access to Maths resources online both lessons and homework task</p> <p>Access spelling resources to support spelling at home.</p> <p>Staff have access to technology both at home and school to deliver lessons remotely.</p>	<p>My Maths provided complete curriculum coverage from Year 1 to Year 6 and beyond. It offers interactive lessons, revision opportunities, assignable homework tasks and a wide range of resources to deliver teaching in the classrooms and at home and to develop pupil's confidence and fluency in Maths</p> <p><b>Readiwriter</b> The online spelling program gives teachers the tools, guidance and confidence to deliver meaningful spelling instruction to pupils in a fun way to improve pupils' spelling. Children can access their own individual spelling lists from home and participate in a range of activities and task to embed spelling knowledge.</p> <p>Web cams provide the opportunity for staff to deliver lessons remotely and stay in contact with children when needed.</p>	<p>£349</p> <p>3 year subscription (2331.72)</p> <p>£180</p>			
<b>Teaching and whole-school strategies Total budgeted cost</b>					<b>£12,793.76</b>

2. Targeted approaches					
Desired outcome	Chosen action/approach	Anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 Academic Tutoring and small group intervention</u> Identified children will have significantly increased rates of maths progress. They will be able to greater fluency and demonstrate improved approaches to both reasoning and problems solving. They will be more confident mathematicians and dips in Maths attainment will be negated.	Third Space Learning 1:1 approach: <ul style="list-style-type: none"> <li>Weekly 1-to-1 Interventions (in addition to daily Maths lessons)</li> <li>Sessions last 1 hour</li> <li>Tutors are trained maths specialists</li> <li>Target Year 6 pupils working below ARE</li> </ul>	<b>£1100</b> (75% of original costs funded by National Tutoring Programme)		JC & MP	Feb 21
<u>Small group intervention</u> Maths Booster intervention in Year 6 Small group ensures greater adult: pupil ratio and a tailored approach ensures teaching to need. As a result, pupils in more able set are able to work at a faster pace and cover topics in greater depth.	UPS teacher to deliver booster support for targeted Year 6 pupils. (5 days a week - Autumn, Spring & Summer in Year 5)	<b>£8,109.20</b>		JC & MP	Jan 21 Mar 21 May 21
<u>Early Years and Year 1</u> Implement the Nuffield Early Language Intervention (NELI) Children's oral language skills will improve as well as promoting longer-term progress in reading comprehension. To narrow between the language skills of disadvantaged children and their more advantaged counterparts.	The <b>Nuffield Early Language Intervention (NELI)</b> is a 20-week programme proven to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness.	<b>£3,929.38</b> (Training and resources funded by DfE)		JC & MP AP & JC	March 20 May 20 July 20
<u>Social, Emotional and Mental Health Support Supporting pupils' social, emotional and behavioural needs</u> To ensure pupils and staff are supported with the correct recovery support in regard to mental health and wellbeing.	<u>Arts of Change Counselling Transforming Lives for Good (TLG)</u>	<b>Free</b>		MP DG	Ongoing
<b>Targeted approaches Total budgeted cost</b>					<b>£13,138.58</b>

3. Wider Strategies					
Desired outcome	Chosen action/approach	Anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Communicating with and supporting parents and carers</u></p> <p>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.</p> <p>Children have access to appropriate and quality 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>Class Dojo</p> <p>Additional online learning resources will be purchased, to support children with Maths and Spelling at home.</p>	<p>Free</p> <p>See costs above.</p>		SLT	Feb 21
					Feb 21
<p><u>Access to technology</u></p> <p>Sims card with free data provided to support parents with internet costs during times of remote learning.</p> <p>Teachers have access to chrome books that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p> <p>Additional chrome books ensure that all children can access their online 1:1 academic weekly tutoring.</p>	<p>50 Vodafone SMS cards ordered.</p> <ul style="list-style-type: none"> <li>• These SIMs are compatible with any smartphone, tablet and other devices that have a SIM card port.</li> <li>• If a parent's device also has a hotspot feature, they can use this to tether other smartphones, tablets or laptops to this connection - even if parents don't have a SIM card port.</li> <li>• The 30GB data will last for 90 days, which starts from the moment the SIM card is activated.</li> </ul> <p>Purchase 5 chrome books and 5 additional chargers to ensure that all staff have access to technology at home and pupils can utilise at school during the day.</p>	<p>Free</p> <p>£1100</p>		KH	Feb 21
					Feb 21
<u>Summer Support NA</u>					
<b>Wider Strategies Total budgeted cost</b>					<b>£1,100</b>
<b>Overall Total budgeted cost</b>					<b>£2,7032.34</b>
<b>Cost paid through Covid Catch-Up</b>					<b>£23,200</b>
<b>Cost paid through School Budget</b>					<b>£3,832.34</b>

