

Catch-Up Premium Plan Elloughton Primary School

Summary information

School	Elloughton Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£26880	Number of pupils	334

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 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> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> Supporting great teaching Pupil assessment and feedback Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> One to one and small group tuition Intervention programmes Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> Supporting parent and carers Access to technology
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Identified impact of lockdown

Maths	<p>Specific content has been missed in all year groups, leading to gaps in learning and stalled sequencing of journeys. Most children still engaged with Maths via Doodlemaths App however some attitudes towards Maths had changed. Some were reluctant and when struggling disengaged.</p> <p>What has suffered?</p> <p>KS1 - Key worker children suffered as a result of sporadic routines, the school tried to catch these pupils up with daily phonics teaching. Some children however did benefit from 1:1 teaching at home, for those families who did home learning.</p> <p>LKS2 - gaps in Y2 subject knowledge (time, money, fractions and multiplication & division) have been detrimental to teaching in Y3. Some children have not been able to access concepts in Fluent in Five upon return and knowledge of multiplications and associated facts is minimal.</p> <p>UKS2</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. GPS specific knowledge has suffered, leading to lack of fluency in writing. Some writing genres haven't been covered due to school closure.</p> <p>Presentation has been affected, application of spelling when writing has been affected, though most children are still engaged with the Spelling Shed app. 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. Basic sentence construction, using the correct tense and use of Standard English have been affected both when children are speaking and writing. For many children vocabulary exposure has been reduced at home and as a result, the word choices being made in writing are poorer.</p>
Phonics and Reading	<p>Phonics has suffered as a result of some parental knowledge (subject knowledge and strategies for teaching).</p> <p>In EYFS, some children joined Reception with gaps in their phonological awareness due to the inability of attending nursery sessions and parents understanding and knowledge of the importance of what comes before phonics e.g clapping out words, environmental sounds and phase 1 phonics. Some children came knowing letter names rather than sounds and trying to write their names in capital letters whereas others came with no prior phonics knowledge and we noticed an increase in lack of concentration and memory skills.</p> <p>In KS1, some children (especially key worker children) suffered as a result of sporadic routines, the school tried to catch these pupils up with daily phonics teaching and phonics teaching as part of home learning. Some children however did benefit from 1:1 teaching at home, for those families who did home learning. The Y1 phonics screening test did not take place. Children entering year 1 had such different starting points as some children did not complete the sets of sounds expected by the end of EYFS.</p> <p>Pupils now in Y3, have suffered as those who were required to do so, were unable to sit the screening test.</p> <p>Children missed out on just over 4 months worth of phonics teaching (Set 27+). As a result spelling and reading have been affected.</p> <p>Reading has varied across the school. Some families have accessed reading during lockdown more than any other subject, some families have not accessed reading at all.</p> <p>In EYFS, reading is something that was more accessible for families and required less teacher input. Quality texts were provided via Bug Club.</p>

	<p>In KS1, reading is something that was more accessible for families and required less teacher input. However, reading still relied a lot on availability of reading material in the home, the requirements of adult support for some and attitudes towards reading (in competition with the ease of use of tech). Quality texts were provided via Bug Club.</p> <p>In KS2, reading at home relied heavily upon the quality of reading material that was available in each home. The Reading lead sourced free eBooks, online libraries and various websites where quality reading material was available electronically, as well as promoting the local library (when open), but this relied heavily upon the parents to organise. What is more, the range of ability in reading is wider across KS2. Some still required phonics teaching and early reading strategies, whereas some required teacher-led input of high quality challenging texts.</p> <p>Across the school, some 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. What was 'the bottom 20% of readers' has increased in most classes.</p>
Non-core	<p>There are now significant gaps in knowledge in some subjects – whole units of work have not been taught, meaning that children are less able to access pre-requisite knowledge when learning something new. In some cases this is the entire set of objectives for their year group in certain subjects as it was the driver for the summer term. Therefore they need to be taught that knowledge before moving on to the next year's expectations. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>

TO BE COMPLETED:

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></p> <p>In line with EEF recommendations Metacognition and Self-Regulation will be focus for development of teaching. Teachers will receive training from subject specialists. All phases will have an implementation plan in place for Autumn 2020. Training will continue throughout the year, where impact will be reviewed. Pupils will become more independent and more empowered learners.</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>Teaching staff training day (July 2020)</i> <i>TA training sessions x3 throughout the year</i> <i>Staff meeting time x4 throughout the year.</i></p> <p><i>Phase leaders to ensure sufficient time is given for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p>	<p>Planning approaches to learning enabled more to access the learning. This increased pupil's confidence and levels of engagement (pupil voice). Showing 'resilience' and 'reflecting and improving' have proved to be most effective. Classrooms now have an understanding that it is okay to make mistakes and that we can learn from these mistakes. children no longer feel as anxious to give something a go (pupil voice).</p>	<p>CB / BF</p> <p>LT</p>	<p>December 2020 and April 2021</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</p> <p>To facilitate teaching of quality mastery maths and consistency across the school White Rose Premium license will be renewed. This will enable us to provide quality teaching video content and mastery style activity sheets that are adaptable for home learning.</p>	<p style="text-align: right;">(£0)</p> <p><i>Purchase additional manipulatives to support the teaching of Maths initially. (24.98)</i></p> <p><i>Purchase of additional Phonics / Early Reading resources (£69.97)</i></p> <p><i>White Rose Premium Subscription (£150 - Maths Budget)</i></p>	<p>They helped to develop pupils' understanding of place value and fractions. The resources were used to support intervention groups and 1:1 teaching.</p> <p>KH- magnetic letters used to support phonics teaching of reading and writing. Magnetic letters enabled children to manipulate letters and 'mix it up' to read and make words. Bottom 20% used magnetic letters to support reading and segmenting skills when pencil control was a barrier</p> <p>Children who were at home were able to access daily, age and ability appropriate maths lessons. Children had high quality videos with supporting work which could be used with and without parental support. The children who engaged fully with Home learning have shown good retention of the mathstaught and continued maths confidence. parents also found them helpful to see how maths is taught in school and were able to support accurate use of methods the children were learning.</p>	<p>MW</p> <p>KH</p>	
<p><u>Pupil assessment and feedback</u> Once effectively transitioned back into the new school routine, Children will complete assessments that will effectively show what has been learned and maintained.</p>	<p><i>Pira testing will be used in reading. £55 required for handbook (Reading budget)</i></p>	<p>Pira testing worked in supporting teachers to know where pupils were working and it enabled teachers to see the gaps. Most assessments also affirmed the teacher's own assessment of ability. What is more, the data analysis tools provided by Pira</p>	<p>CB</p>	<p>January 2021</p>

	<p><i>Own phonics assessments to be used (no cost)</i> <i>Diagnostic questions (no cost)</i></p>	<p>were incredibly helpful when spotting trends and less able pupils. Pira is to be replaced for 2021-22 academic year with Nfer. These assessments are more reflective of assessing the reading that has been taught since re-opening. The coverage of content domains are more reflective of national expectations and our own teaching of reading.</p> <p>Half termly planned phonics assessments identified gaps within children's learning. The assessment tests gpc recognition, segmenting, blending and tricky word reading. Assessment is progressive and consistent throughout school and was used to inform interventions/identify whole class gaps which need to be addressed and informed reading groups. Additional resources were sent home to children to consolidate in school learning and to support parents at home.</p>	KH	
Total budgeted cost				£94.95

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition: Phonics / Early Reading</u></p> <p>Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding.</p>	<p><i>A HLTA will be appointed to lead (17.5) intervention across the school starting 9th November 2020.</i> <i>Phonics - KS1</i> <i>Phonics/Spelling LKS2</i> <i>Phonics/Spelling/Maths UKS2</i></p> <p style="text-align: right;">(£9764)</p>	<p>HS/LH (effectiveness of TRelph in KS1) The HLTA appointed worked effectively with small groups of pupils in LKS2. She was able to catch pupils up, close the gaps and help the pupils to retain knowledge</p>	CB + TR	ongoing until July 2021

<p>They will be confident readers and dips in reading attainment will be negated.</p> <p><u>1-to-1 and small group tuition: Maths</u> Identified children will have regular opportunity to revisit mathematical concepts and consolidate their understanding. This regular practise and retrieval will transfer knowledge into long term memory. Children will be able to apply skills and knowledge when accessing Maths lessons as part of their daily timetable. They will be confident mathematicians and dips in reading attainment will be negated.</p>	<p><i>A HLTA will be appointed to lead (17.5) intervention across the school starting 4th January 2020.</i> <i>Maths intervention - KS2</i> <i>Doodlemaths Intervention - KS2</i></p> <p>(£8656)</p>	<p>of essential sounds. Detailed assessments showed rapid progress. Spelling retention and application still an area of concern. As a result Literacy leads reviewed current spelling systems and looked at marrying both phonics and spelling reading for 2021-22 academic year.</p> <p>YJ - Tiffany worked with a group of 10 Year 5 mathematicians on a daily basis. The group consisted of a range of maths abilities and those who struggled to concentrate in large classes, or were slow processors. This allowed them extra time and support to consolidate their learning. Many of those children are now flourishing in Year 6 and are showing a good understanding of the areas taught in Year 5.</p>		<p>ongoing until July 2021</p>
<p><u>Intervention programme</u></p> <p>An appropriate numeracy intervention, such as Doodlemaths Intervention, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p><i>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></p> <p><i>Doodlemaths</i></p> <p>(631.50)</p> <p><i>Lexia (3 year contract for 50 pupils)</i> <i>Starting Feb 21</i></p> <p>(£3850)</p>	<p>Doodle maths intervention programme had some success in reducing maths anxiety and increasing confidence. But as a school we did not feel that the programme had enough impact on children's abilities and gap filling to be continued.</p> <p>Lexia has proved incredibly powerful as an intervention programme. When used alongside the intervention also provided by Lexia, we have found that children have made great progress in word reading and fluency. though hard to assess the impact of Lexia as a stand alone intervention programme due to internal interventions also being carried out alongside. The benefit with this</p>	<p>MW</p> <p>CB</p>	<p>Apr 21</p> <p>ongoing from 02/21 -02/24</p>

		spend is that these licences are in place for three years so will continue to benefit pupils over a longer period of time.		
Total budgeted cost				£22901.5

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>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 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><i>Online learning resources already in place at EPS will be maximised, such as Bug Club to support children reading at home. Likewise, Spelling Shed, Doodlemaths, Doodletables and TT Rockstars so that children can practise applying Maths skills, and practise spellings at home.</i></p> <p><i>(Spelling Shed: £295 Literacy Budget)</i> <i>(Doodlemaths: £6 per pupil, £2.50 per lift off pupil (£190 Catch up)</i></p> <p><i>(TT Rockstars: £85 Maths Budget)</i> <i>(Bug Club KS1 Independent £872.75 Reading Budget)</i></p> <p><i>Home-learning resources (Whiteboards, Pens and Writing books) distributed to all children in KS1.</i> <i>(General consumables budget)</i> <i>Flexible Write & Wipe boards pack of 30 - £10.99 at YPO (we ordered 7 of these for N, R & KS1)</i> <i>Berol Fine tip whiteboard pens pack of 192 - £60.49 from Supplies.</i></p>	<p>Most children engage at least 2 -3 times a week with their doodlemaths, meaning that their learning is constantly being refreshed and developed. A large proportion of the children completed Doodle Maths daily throughout lockdown and this has continued into the new school year. These children are showing greater retention of previously learnt facts and understanding. Spelling Shed is being used as an additional tool to support parents with helping their children to learn spellings at home. Children are regularly accessing Spelling Shed.</p> <p>Children who accessed the home learning were able to keep existing knowledge secure and develop new knowledge in line with those in the classroom. The quality of handwriting was good compared with having no lined paper from school available. iPads were sent to those children without access to online learning and this enabled more children to access the learning. Not all pupils accessed the</p>	<p>YJ/MW/RB</p> <p>HS/LH/BF/ GS/CD</p>	

		learning therefore the impact was not year group wide. These children were identified, monitored and worked closely with upon their return. Paper based learning was available for collection from the office for those who required it.		
<u>Access to technology</u> During periods of virtual learning, children had access to additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.	<i>We received 6 new ipads from the government scheme. They are to be used to further support online access to resources for the children accessing extended school time.</i> <i>6 ipads provided by government scheme.</i>	Parental survey re: access to devices in the home. Disadvantaged pupils were given access as first priority to devices to support home learning. All families who requested devices or highlighted device challenges in the home environment were loaned ipads/ Chromebooks during periods of home learning. This ensured all pupils at EPS had access to home learning. Pupil engagement was high 80+ % Class Dojo portfolios is the platform used in EYFS/ KS1 so the school provided families with ipads. Ks2 used google classroom so Chromebooks were provided.	HS/CD	July 2022
			Total budgeted cost	£190
			Cost paid through Covid Catch-Up	£23.186.45
			Cost paid through school budget	£ TBC
			Remaining	£3953.52