

## Catch Up Premium Plan

Summary information					
<b>School</b>	Banister Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£32,400	<b>Number of pupils</b>	405

### Guidance

Children and young people across the country have experienced unprecedented disruption to their education because 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 year's 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
<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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> with evidence-based approaches to catch up for all students. Schools</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> </ul>

<p>should use this document to help them direct their additional funding in the most effective way.</p>	<ul style="list-style-type: none"> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>
---	---

Identified impact of lockdown	
<b>Maths</b>	<p>Specific content was missed due to COVID and the lack of provision of physical resourcing to help support concrete learning in Ks1. This has led to gaps and stalled sequencing in learning. Analysis of baseline in September highlighted different areas for different cohorts including; fractions, time, geometry. Recall and speed of basic Maths skills have also been impacted.</p>
<b>Writing</b>	<p>Children have struggled without the shared modelling and group writing throughout lockdown. The teachers have focused on SPAG and the development of age appropriate skills. Those who were already expected have continued their trajectory and are independently writing. Those who were able to be in school have benefitted from small group and targeted teaching but those who did not engage as well have been adversely affected by stamina, muscle tiredness. The impact of COVID on composition and effect in Ks2 is evident as is the lack of solid foundations for phonics and application of skills especially in Yr. 1. Yr. 2 as a whole have struggled with XXXX</p>
<b>Reading</b>	<p>Children accessed reading easily throughout lockdown, whether using books online or from home beyond teacher input. Rate of reading has increased but comprehension is highlighted as an area of need. Those children within school with SEND had a significant shift in their reading with small group focus and targeted intervention but those in the bottom 20% of readers have struggled with fluency, access to reliable home network. Those with who are EAL and were nearly arrived within the last 12 months have struggled without English speakers at home to maintain the skills they had developed. Their fluency of verbal language has regressed and this is affecting outcomes.</p>
<b>Non-core</b>	<p>During lockdown, children engaged with all elements of the non-core curriculum that was provided. Areas requiring resourcing have had to be planned in to be covered next year (providing no other lockdown's occur) Art / DT and practical application of Science have been key areas affected by online learning.</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
<p><u>Supporting great teaching:</u></p> <p>The foundation subjects will be planned with consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Identified gaps in Maths (concepts not taught last year) will be taught at an appropriate level to ensure that pupils have the necessary pre-requisite aspects of foundational learning before moving on.</p> <p>Identified gaps in SPaG and spelling (concepts not taught last year) will be taught at an appropriate level to ensure that pupils have the necessary pre-requisite aspects of foundational learning before moving on.</p>	<p>Staff will continue to complete half-termly National Curriculum highlighting in order for subject coordinators to monitor coverage, depth and breadth of teaching and learning.</p> <p><i>(No implication on school budget)</i></p> <p>Maths No Problem followed but with highlighted areas where skills prior to the ones in focus needs to be taught as additional</p> <p><i>(No implications on school budget)</i></p> <p>The whole school planning for Spelling and SPaG has been amended to take account of the missed foundational aspects of learning and include those in a sequential approach to make sure learning can be built upon successfully.</p> <p><i>(No implications on school budget)</i></p>		<p>CN</p> <p>CN</p> <p>TP / HJ</p>	<p>Half Termly Oct 20 Dec 20 Feb 21 Apr 21 May 21 July 21</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>SATs tests (Year 3 / 6) and Reading tests (Years 1, 2 4, 5) used to baseline entry level in September 2020.</p> <p>Maths (previous year) end of Year review to highlight areas of concern</p> <p>Writing across the school beyond the learning sequence to highlight areas of need</p> <p>YARK reading, GL assessment and SNAP for SEND children</p>		<p>CN / TP</p>	<p>Sept 2020</p>

	<p>Previous Phonics Screening checks to be used termly in Year 1,2 and 3 <i>(No implications on school budget)</i></p> <p>Previous KS1 SATs papers used in Year 2. <i>(These costs have been met from the main school budget and not catch up premium)</i></p>			
<p><u>Transition support</u></p> <p>Children joining Banister from other settings or are starting in Nursery or Reception are supported with their transition and settle quickly into school.</p>	<p>Promotional leaflet, E-book and virtual “opening” opportunities provided at Banister.</p> <p>Transition books for all children for all year groups produced and shared with children prior to moves. <i>(These costs have been met from the main school budget and not catch up premium)</i></p>		<p>TP</p> <p>TP</p>	<p>September 2020</p> <p>To be reviewed termly.</p>
<b>Total budgeted cost</b>				<b>£ 0</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><u>1-to-1 and small group tuition</u></p> <p>Children in Year 6 make up lost learning in Maths and English and achieve in line with or better than predicted levels of attainment and progress based on Year 2 data and Key Stage Two trajectory.</p> <p>Identified children in Year 1 make rapid and sustained progress in Phonics and, therefore in Reading negating the impact of lost learning time during lockdown one.</p>	<p>Coaching for quality of teaching and for curriculum skill development for children 3 x 0.5 per week</p> <p>Additional teacher for Phonics sessions targeted group of Year One pupils who have fallen behind 3 x per week (£28934.00 in 2020-21 and £20,665.00 committed for 2021-22)</p> <p>Additional Catch up teachers for Yr. 3/ 4 and Yr. 5/6 to support with intervention beyond teaching and to plug gaps (£29216.00 in 2020-21 and £19,892 committed for 2021-22)</p>		TP	

<p><u>Intervention programme</u></p> <p>Class teachers are best placed to design and deliver intervention for pupils in their class as research shows that this is more likely to result in transference of skills. Teachers use assessment analyses to identify gaps in foundational knowledge and then design small step interventions for children who have those gaps. As a result, pupils master the foundational aspects of learning at the age related expectations</p>	<p>Intervention delivered by class teachers within lesson time to ensure curriculum is not narrowed.</p> <p><i>(These costs have been met from the main school budget and not catch up premium)</i></p>		CA	July 21
<p><u>Extended school time</u></p> <p>At Banister we increased the school day by 15 minutes to create an additional 1 hour and 15 minutes of learning time each week for every child to allow for additional catch up, interventions and support</p>				
<b>Total budgeted cost</b>				<b>£98,707</b>

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date</b>
<p><u>Supporting parents and carers</u></p> <p>Children will have access to remote learning in the event of self-isolation. Remote learning will mirror the lessons children would engage in if they were in school.</p>	<p>Remote education policy produced and ratified by Governors.</p> <p><i>(No budget implication)</i></p>		TG TG	30.09.20 21.10.20

<p>Disadvantaged children will have been affected most by the previous lockdown period. These children will need additional support to make up for lost learning time.</p> <p>Additional support for EHCP pupils in case of self-isolation periods. Children to receive resource packs and visual prompts to support with learning.</p> <p>Continued increased engagement from parents through use of Parent Information Sessions.</p>	<p style="text-align: center;"><i>(Cost covered through Pupil Premium Grant)</i></p> <p>Member of SLT will undertake twice-weekly calls to these parents.</p> <p style="text-align: center;"><i>(No budget implication)</i></p>		<p>TG/CA</p> <p>TG</p>	<p>July 2021</p> <p>July 2021</p>
<p><u>Access to technology</u></p> <p>Survey completed in June / July highlighted the lack of technology for children at home, especially those with PP. Hardware purchased to ensure all PP and vulnerable children had access to a laptop / tablet at home</p> <p>Replenish school hardware resources from lockdown</p> <p>Provide online meeting facility for Parents and staff</p>	<p>30 iPads/tablets at average £218.33 per device Total:£6,550.00</p> <p>Seesaw platform for online learning (12 month licence): Total: £1496.00</p> <p>Zoom account for online learning (2 x 12 month licence): Total: £149.95</p> <p style="text-align: center;"><i>(No budget implication)</i></p>		<p>TG</p> <p>TG</p>	<p>September 20</p> <p>September 20</p>
<p><u>Summer Support</u></p> <p>NA</p>				
<b>Total budgeted cost</b>				<b>£ 8195.95</b>
<b>Total committed spend</b>				<b>£106,902.95</b>