

Whole School Pupil Catch Up Plan – Cheadle Heath Primary School

Updated April 2021

Summary information

Academic Year	2020 - 21	Total Catch-Up Premium	£14,560	Number of pupils in school	305 (excluding Nursery)
Publish Date	November 2020	Review Date	March 2021	Proportion of disadvantaged pupils	22.6% FSM

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 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 academic year 2020 - 21. It will not be added to schools' baselines in calculating future years' funding allocations.

The headings on the following plan are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

Use of Funds	Purpose	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>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>To ensure that:</p> <ul style="list-style-type: none"> • Children make accelerated progress in Reading, Writing and Maths to meet FFT cohort targets • Children are not disadvantaged long term by school absence related to CV-19, lock down and possible further isolation periods • Appropriate use of the Catch Up Premium • The most effective deployment of resources • Staff wellbeing and manage their workload • The school has an effective remote learning offer in case of pupil's self-isolation or partial school closure 	<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 • Summer support

Identified impact of lockdown	
Anxiety	The mental health and well-being of pupils has suffered and a minority have experienced prolonged anxieties over CV-19 / return to school after an extended period at home.
Maths	Specific content has been missed and children's recall of basic calculation strategies / basic skills e.g. addition and subtraction recall / time tables facts have suffered leading to gaps in learning and stalled sequencing of learning journeys. This is reflected in arithmetic assessments. In addition, children's overall mathematical fluency e.g. connections are not made as quickly as they were pre-lockdown between different elements in maths, their ability to draw on previous knowledge to support new concepts are impaired in those children who have had limited opportunities to practice their maths skills. Children still have a positive appetite for maths and lockdown has not affected their attitudes to maths, however they are not in line with where they should be and there are identified gaps in each year group.
Writing	Children haven't missed units of learning in the same way as Maths, but they have lost essential writing skills practise. Basic sentence punctuation, spelling (particularly high frequency words) and handwriting / letter formation are areas identified as key areas to focus on. These are the core features of writing and elements we practice and discuss daily in school, not just in English writing sessions but throughout the school day. Specific knowledge in SPAG has suffered which has led to a lack of fluency in writing. Pupils who have maintained writing throughout lockdown are less affected but those who evidently didn't write much have had to work increasingly hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	Children at Cheadle Heath Primary accessed reading during lockdown more than any other subject as reading was more accessible for families and required less teacher input. Online reading resources were identified though Oxford Owl and Phonics Play for EYFS and KS1. However, reading fluency has reduced and the gap between those children that read widely and those children who don't is increasingly noticeable. The bottom 20% of readers have been disproportionately affected by lockdown because they couldn't access resources digitally or at the libraries. Reading books are currently not being sent home and therefore it remains difficult to monitor how much reading is taking place at home – parents are still directed to Oxford Owl to read at their designated book band online.
PE	Children have been significantly less active and have not engaged regular physical activity which has led to a lack of stamina. Improving pupils' motivation for a sustained period of time has been challenging.
Non-core	There are 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 not experienced the wider curriculum enhancements i.e. trips, visitors, music lessons and immersive curriculum days.

Planned expenditure

i. Teaching and whole-school strategies

Desired outcome	Actions	Anticipated cost	Staff lead	Review date	Impact once reviewed
<u>Gaps identified in learning to inform planning, teaching and priority areas for curriculum</u> <ul style="list-style-type: none"> Children secure basic skills and have foundations for more complex learning YR - 3 are in appropriate phonics phase and those who have 'slipped' are identified Children revisit areas of maths planned for summer term to ensure no gaps / identify those to be filled 	<ul style="list-style-type: none"> YR - 3 pupils' phonics assessment & phases identified Phonics leads undertake a review of children's levels compared to Spring 2 and identify children for additional support (starting with Y2 pre December 2020 phonics test) Pathways to Write - writing against the Key Indicators - looking at previous year group where indicators were necessary to set targets and inform planning Pathways to Read to support reading Teachers follow adapted planning framework from White Rose Maths which has revisions and revisits built in 	<p>£150</p> <p>£1575</p>	<p>JV/ZJ JV/ZJ</p> <p>All staff</p>	Feb. 21	
<u>Recovery curriculum planned for maths and English for each Year Group.</u> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Subject leaders and class teachers perform gap analysis based on 2019-2020 curriculum offer during lockdown. Objectives identified as 'not taught' or not fully embedded. Focus on consolidation of the basic skills / core skills in all year groups these include handwriting, spelling of high frequency words, basic punctuation, times tables, addition and subtraction facts and reading skills. Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA. 	1 x supply day per teacher £2400	All staff		
<u>Teaching assessment and feedback</u> <ul style="list-style-type: none"> Teachers have a 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. 	<ul style="list-style-type: none"> Purchase and implement PIRA to assess reading through benchmarking performance and tracking progress. Implement Ready to Progress assessments for baseline data post lockdown to inform planning. Record assessments on SIMS to track performance Sandwell Early Numeracy Test 	£600	<p>LJ SLT</p> <p>TV</p>	July 21	
<u>Financial support</u> <ul style="list-style-type: none"> Subsidisation of breakfast club / lunches / free PE kit / uniform 	<ul style="list-style-type: none"> Identify families not qualifying for FSM and Pupil Premium funding who are finding themselves in financial hardship. 	£1078	SBM		
i Teaching and whole-school strategies Total anticipated cost					£5,803

ii. Targeted approaches						
Desired outcome		Actions	Anticipated cost	Staff lead	Review date	Impact once reviewed
ENGLISH	<u>1-to-1 and small group tuition *</u> <ul style="list-style-type: none"> Identified children have significantly increased rates of reading fluency & pace without spending their working memory decoding. Confident readers, dips in reading attainment negated. Children below ARE who are predicted to be EXS by the end of the academic year are writing at the expected standard meeting ARE across school. Whole staff CPD to support continued high quality teaching Children have appropriate vocabulary for their age and access age appropriate texts with understanding An appropriate vocabulary structure, such as Word Aware, supports all children in their use of vocabulary. To improve the spoken language ability of Reception children 	<ul style="list-style-type: none"> SENDCO to create programme of interventions with measurable outcomes. The plan to include deployment of staff to lead these. Pathways to Progress – intervention programme to be used in Years 1-6 and work alongside the English curriculum ‘Pathways to Progress’ delivered by TAs following training (online video support) Interventions to be reviewed and evaluated after 6 weeks and adaptations made where necessary Word Aware training for whole staff (INSET) Vocabulary progression documents used in class and new vocabulary is explicitly taught Century used for identifying SPAG gaps and tailoring work for individuals TAs deployed effectively to assist in interventions Implementation of the DfE approved and funded intervention NELI project in YR (staffing costs) Implementation of WELLCOME YN 	£1,200	TV	Feb 21	
			£1,200	MH		
			£1,200	TV		
			£500	CM		
			£900	MH		
MATHS	<u>1-to-1 and small group tuition*</u> <ul style="list-style-type: none"> An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number. The attainment of those identified children improves and effect of lockdown is negated. Parents understand the identification process. Children currently below ARE who are predicted to be EXS by the end of the academic year are working in maths at the expected standard meeting ARE across school. 	<ul style="list-style-type: none"> Continue to deliver Same Day Intervention in KS2 to address identified gaps in learning. National tutoring programme set up to be led by Third Space Learning for 10 children Same Day Intervention rolled out to KS1. Staff trained & deliver SDI confidently (inclusive of entry and exit data). Identified pupils participate in Third Space Learning social care linked pilot initiative. Interventions to be reviewed and evaluated after 6 weeks and adaptations made where necessary using the new Government initiative ‘Ready to Progress’ Century used for identifying SPAG gaps and tailoring work for individuals 	£680	TV	July 21	
			£NIL - PILOT	ZJ		
				TV		
* UPS teacher release UKS2 staff to allow high quality teacher led intervention for 45 minutes each week. Plus additional experienced teacher to deliver high quality intervention in UKS2.						Not included in cost
ii Targeted Approaches Total budgeted cost						£4,980

iii. Wider Strategies					
Desired outcome	Actions	Anticipated cost	Staff lead	Review date	Impact once reviewed
<u>Transition to new year group is smooth</u>	<ul style="list-style-type: none"> Return to previous class teacher / room for two weeks Whole school focus on core text Oliver Jeffers <i>Where we Are</i> to aid and support transition 	£150			
<u>Curriculum enhancement planned for Years, 1, 2 and 3</u> <ul style="list-style-type: none"> Whole class taught a new instrument so that access to instrumental learning is not delayed 	<ul style="list-style-type: none"> Purchase of 90 ukuleles Purchase of one year whole school subscription to Front Row Music resource to be taught by teacher Access code shared so pupils can learn at home 	£1,500 £999 ex.VAT			
<u>Supporting parents and carers</u> <ul style="list-style-type: none"> Children 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. Isolating children provided with remote learning package & are able to access materials and demonstrate effective learning remotely. This includes 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. 	<ul style="list-style-type: none"> Purchase online learning resource Century Maths (KS2) to support children developing maths at home. All children YN to Yr6 provided with a book, stationery pack and an inspiring text to support whole school topic 'BookFactor' this allowed all children to access a quality text and to reignite the passion for learning for both CW children and those working at home. 	£1,950 £750	AC	Jan 21	
<u>Access to technology</u> <ul style="list-style-type: none"> Children can access new devices so that they can rotate through discrete teaching, reading fluency and independent online activities. 	<ul style="list-style-type: none"> Purchase 30 Chromebooks and 2 trolleys to be used by the children to support the curriculum and which can also be lent to parents to support home-learning if needed. 	£8,354		Feb 21	
iii Wider Strategies Total budgeted cost					£13,703
Total anticipated cost of whole plan					£24,486
Cost paid through Covid Catch-Up Premium					£14,560
Cost to be paid through school budget					£9,926