



Catch-Up Premium Plan

Causeway Green Primary School



Summary information

School	Causeway Green Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£33,240	Number of pupils	452

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 amongst 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

Maths	<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>
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. Gaps specific knowledge has suffered, leading to lack of fluency 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>
Reading	<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 impacted.</p>
Non-core	<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>

1 Teaching

- ✓ Key concepts, knowledge and skills to be prioritised
- ✓ Consolidation of curriculum focused on skills rather than specific units for the first half term
- ✓ Cross- curricular approach to enable a broader coverage
- ✓ Catch up of themes through the end of the day story
- ✓ Regular use of the Causeway retrieval document to ascertain gaps in knowledge
- ✓ Well-being to be a focus for the first three weeks (afternoon sessions)
- ✓ Development of a Maths Mastery approach supported by external Mastery Specialists
- ✓ Whole school focus on Writing and Reading strategies
- ✓ KS1 focus on phonics
- ✓ Quality assurance that actively supports curriculum development
- ✓ Maintaining our existing CPD focus on developing pedagogy



2 Targeted academic support

- ✓ Pupil Premium catch up sessions (Reading/ Writing focus)
- ✓ Teacher-led targeted group teaching (Year 6)
- ✓ Specific intervention programmes led by LSPs (Switch on)
- ✓ Vulnerable pupils signposted to family liaison team for emotional support
- ✓ Mentoring sessions for specific children focusing on self-awareness, self-management, problem solving and social skills
- ✓ WBA small group mentoring
- ✓ Catch up funding tutoring (reading/ writing)
- ✓ SEN hubs set up in a nurture format

3 Wider strategies

- ✓ Daily breakfast available for all pupils in the classrooms
- ✓ Extensive outdoor learning provided
- ✓ Character education supported through 'Picture News' assemblies and aspiration days
- ✓ School staff used to cover classes rather than supply staff
- ✓ Rainbow awards to promote attendance, punctuality and learning attitudes
- ✓ Breakfast/ After School clubs

Planned expenditure - The headings below are grouped into the categories outlined in the E3ducation Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Review date?
<p><u>Supporting quality first teaching:</u></p> <p>Remote learning will be developed in order for pupils to continue to make good progress and catch up with missed learning.</p> <p>Support for early career teachers (NQTs, RQTs)</p>	<ul style="list-style-type: none"> • CPD for staff (INSET days and staff meetings) • Provision of devices for staff and pupils • Provision of Wifi for pupils <p style="text-align: right;">(11,000)</p>		
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Causeway Green Primary School have an opportunity to become familiar and confident with the setting before they arrive.</p>	<ul style="list-style-type: none"> • A 360 interactive virtual tour of Causeway Green Primary School is arranged and shared with all new-starters. • Professional photographer to take pictures of the school to improve school website. • Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining Causeway Green. <p style="text-align: right;">(£1000)</p>		
Total budgeted cost			£12,000

ii. Targeted academic support			
Desired outcome	Chosen action/approach	Impact (once reviewed)	Review date?
<p>TLC Live (National Tutoring Programme)</p> <p>To raise standards in Reading and Writing in identified year groups.</p>	<ul style="list-style-type: none"> • 15 weeks of 1 hour lunch sessions at a ratio of 1:3 for 24 pupils out of identified pupils. Sessions to focus on Reading and Writing. • Purchasing of 15 headphones <p style="text-align: right;">(£7,950)</p>		
<p><u>1-to-1 and small group tuition</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. They will be confident readers and dips in reading attainment will be negated.</p> <p>To improve outcomes for EAL pupils, in particular those who are new to the country</p>	<ul style="list-style-type: none"> • After school Year 4 Reading and Writing focus catch up group, 3 one hour sessions per week with an LSP • Friday afternoon catch up club working with identified pupils in every year group-2 hours per week with an LSP. • NELI targeted programme on oral language. 20 weeks with identified pupils from EYFS plus additional screening sessions. 8 hours of training for staff and the cover costs, 3- 30 minute sessions per week and the cover costs • EAL resources <p style="text-align: right;">(£3,500)</p>		
Total budgeted cost			£11,450

iii. Wider Strategies			
Desired outcome	Chosen action/approach	Impact (once reviewed)	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>	<ul style="list-style-type: none"> • <i>Continued provision of magic breakfast. We have negotiated a 40% of costs</i> • <i>Additional online learning resources will be purchased, such as Bug Club to support children reading at home.</i> • <i>Remote learning officer to organise handing our devices for pupils who are self-isolating and checking that pupils are accessing online learning. 2 hours per day</i> • <i>West Bromich Albion working with vulnerable pupils who have been impacted in an emotional/ social way due to Covid. 5 pupils per week, one session per week.</i> • <i>Home-learning packs to include stationery and books for pupils to work from when in self-isolation.</i> <p style="text-align: right;">£10,819</p>		
			Total budgeted cost
			£10,819
		Cost paid through Covid Catch-Up	£33,240
		Cost paid through school budget	£1,029