Catch-Up Premium Plan
Cononley Community Primary School

Summary information					
School	Cononley Community Primary School				
Academic Year	2020-21	**Total Catch-Up Premium**	£12,240	**Number of pupils**	153 (October census)

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
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.	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		
The experience of home learning for our children during school closure was varied; the gaps identified below apply to most of our pupils to a greater or lesser extent, however, there is a disproportionate impact on the lowest attaining pupils in each year group.		
EYFS	Readiness for school: • poor speech sounds • ability to listen and follow instructions • independence • fine motor skills	
Reading	Key Stage 1 • Gaps in phonics knowledge due to missed learning (Y1 – Phase 3; Y2 Phase 5) • Inability to recall the phonemes learned previously due to missed revision sessions • Reduction in fluency • Reading stamina	Key Stage 2 • Gaps in phonics • Reduction in fluency • Reading stamina • Comprehension
Maths	Key Stage 1 • Number formation • Number recognition • Basic recall skills: counting skills and number bonds • Gaps in knowledge due to missed units of learning, particularly fractions, measures	Key Stage 2 • Basic recall skills: times tables (multiplication and related division facts) • Basic recall skills: number bonds • Gaps in knowledge due to missed units of learning: particularly fractions, decimals, percentages,
Writing	Key Stage 1: • Letter formation • Gaps in phonics knowledge due to missed learning (Y1 – Phase 3; Y2 Phase 5) • Inability to recall the phonemes learned previously due to missed revision sessions • Writing stamina	Key Stage 2: • Letter formation – joined up handwriting • Y3 – gaps in phonics knowledge impacting on spelling (Phase 5 and Phase 6) • Writing stamina • Basic sentence punctuation
Non-core	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.	

Mental Wellbeing	The impact on mental well-being is also varied and wide-ranging; some pupils thrived from additional time spent with family during lockdown while for others, the home environment was very stressful. Some pupils have returned to school quite happily and enjoyed the stimulation of other pupils and school routines; others have found the school environment more pressurising and struggled with a more structured environment and large numbers of pupils.

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 (Highlight when completed)**	**Impact (once reviewed)**	**Staff lead**	**Review date?**
<u>Supporting great teaching:</u> <u>Reading:</u> • Purchase of new reading scheme supports rapid progress in phonics and vocabulary acquisition in EYFS and KS1. • High quality challenging texts are inspiring a love of reading in Key Stage 2 Spelling : • Purchase of Spelling Shed supports teaching and learning in spelling, enabling pupils to engage remotely and in school. CPD: • All TAs have taken part in Phonics training • All teaching staff have take part in high quality English CPD from Philip Webb Literacy Mathematics: • Additional practical maths resources (place value counters and Dienes) to have been purchased and are used regularly to support learning. • White Rose Premium materials have been used to support 'catch up'. • White Rose work books have been purchased to support learning in school and to enable pupils to work from paper copies rather than just using computer downloads, in case of further bubble closures.	***Purchase of Word Sparks reading scheme for EYFS and KS1 £3500*** ***Additional high interest / lower ability to spark a love of reading in less able KS2 readers. £250*** ***Purchase of Spelling Shed scheme. £150*** ***High quality phonics training. £200*** ***High quality writing training. £2500*** ***Practical maths resources £2000*** ***White Rose Maths work books***		CP JF	Jul 21 Jul 21
<u>Teaching assessment and feedback</u>			CP	July 21

Teachers have a very clear understanding of what gaps in learning remain and use this to inform next steps in learning and to match the child to the correct intervention.	***Additional time in staff meetings for staff to assess and plan next steps for individual and groups of pupils.***			

ii. Targeted approaches				
Desired outcome	**Chosen action/approach**	**Impact (once reviewed)**	**Staff lead**	**Review date?**
<u>1-to-1 and small group tuition</u> **<u>Reading – to start in term 1</u>** • Children's needs have been identified and matched to a specific reading intervention (see interventions below). • Identified children will have significantly increased rates of phonics knowledge, reading fluency and prosody. • As a result, reading comprehension scores are in line with national expectations. **<u>Maths- to start in term 2</u>** • Children's needs have been identified and matched to a specific intervention or small group support(see below). **<u>Speech and Language</u>** • EYFS children who were identified as having gaps in speech, language and communication development, have made accelerated progress and are now achieving within age related expectations.	***Additional teacher hours to deliver Herts Reading Intervention*** ***(£1000)*** ***Additional TA support in KS1 to deliver additional phonics 'keep up' lessons. £1000*** ***April 21*** ***Training for all staff on use of precision teaching and 'keep up' strategies specifically relating to phonics.*** ***£500*** ***Elklan Neli project – TA training and resources.*** ***(£800)***		CP JF LH	Jul21
<u>Intervention programmes</u> <u>Reading Inteventions:</u> • <u>Project X Code</u> • <u>Nessy</u>	***An intervention is identified and purchased. Staff within***		CP	July 21

• Nessy Quest • Herts Reading Fluency Intervention • Toe by Toe • Additional support: 3 part reading lesson • Additional support: reading comprehension/ inference Maths Y6 Maths Club **Speech and Language** Term 1: Ginger Bear Narrative Therapy Term 2: NELI (Elklan speech and language intervention.) Some of these interventions will take place outside the school day (Nessy Term 1)	***phases are trained and are able to deliver the intervention confident.*** ***Additional TA and Teacher hours to ensure delivery of interventions.*** ***(£1000)***		JF & RM LH	

iii. Wider Strategies				
Desired outcome	**Chosen action/approach**	**Impact (once reviewed)**	**Staff lead**	**Review date?**
Supporting parents and carers • 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. • Children have access to paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	***Staff are trained in the use of Purple Mash so that home-learning can be set in a format which the children are familiar with.*** ***£500*** ***WR maths books and CGP Grammar books have been purchased to support home-learning and ensure that the same programmes are followed in and out of school.***	Remote learning surveys show that parents have appreciated a range of methods of delivering home-learning. Staff feel confident using Purple Mash due to regular training in school between January and March 21.	CP / JF / LH	Feb 21 & Jul 21
Access to technology		April 21:		

Children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities. Teachers have laptops 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.	***Purchase 5 further laptops, 5 ipads and 15 sets f headphones so identified children can use technology for Nessy and TT Rock Stars.*** ***£5500*** ***Additional lap tops purchased for staff.*** ***£1000***	IT was ordered in November but has not yet been fully delivered to school.	CP / RM	July 21
<u>Well-being</u> All pupils have been supported through whole - school strategies such as the Getting Along Together programme. Identified pupils have been supported in school through links with Compass Buzz.	***Designated Well-being lead to work with individual pupils.***		JF	Jul 21
		Cost paid through Covid Catch-Up		**£12240 + Term 3 amount**
		Cost paid through charitable donations		
		Cost paid through school budget		**£7660 - term 3 amount**
		Total		**£19,900**