



# Catch-Up Premium Plan Peel Hall Primary School

## Summary information

<b>School</b>	Peel Hall Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£20,160	<b>Number of pupils</b>	277

## 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

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

<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. As we follow the Maths No Problem approach of learning, it is easy to identify the missed learning from the previous year. This has been addressed by covering the previous years missed content in the first half of the autumn term. Teachers are then using the content catch-up guidance from Maths No Problem to support with teaching key objectives to ensure that the children can move on to the current year groups curriculum. 'Catch up' interventions are taking place for some individuals who require additional support on these objectives.</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 Maths No Problem arithmetic baseline assessments. Baseline assessments completed at the end of Autumn 1, indicate that the children are behind age related expectations for the previous year group.</p>
<b>Writing</b>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. SPaG 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. Handwriting was really affected during lockdown, and this is something that we need to continue to work on. A baseline piece of writing was completed, which identified gaps in SPaG. Whole class sessions and small group Interventions have been implemented across school to try to close these gaps. There has been a focus on SPaG during the Autumn term.</p>
<b>Reading</b>	<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, the quality of the texts would not have been as varied or challenging as those that they would have experienced in school. Children are now less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. KS1 phonics did not suffer as much as anticipated, due to the children accessing online phonics videos provided Oxford Owl/RWIInc.</p>
<b>Non-core</b>	<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>

**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 increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Whole class reading texts will be used to support filling knowledge gaps from topics not taught.</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 the CPA approach in school.</p> <p>Children to have access to practical science despite restrictions on shared practical equipment</p> <p>Children opportunities for reading books will be extended further and that books supports progression in phonics in KS1.</p> <p>Children access new ICT platforms to support learning of maths in school and for home learning.</p>	<p><b><i>All subject leads will provide an overview of the catch-up curriculum for their subject which will provide support for colleagues to plug gaps.</i></b></p> <p style="text-align: right;"><b>(£0)</b></p> <p><b><i>Subject leads have signposted teachers to relevant texts for the topics that children have missed</i></b></p> <p style="text-align: right;"><b>(£0)</b></p> <p><b><i>Purchase additional manipulatives.</i></b></p> <p style="text-align: right;"><b>(£1081.22)</b></p> <p><b><i>Purchase additional science resources and scheme of work which provides a greater opportunity for scientific enquiry.</i></b></p> <p style="text-align: right;"><b>(£663.88)</b></p> <p><b><i>RWI development days. WRI Phonics online purchased to support remote phonics teaching</i></b></p> <p style="text-align: right;"><b>(£1810)</b></p> <p><b><i>TT Rockstars and Numbots for KS1 and KS2 to develop fluency and recall of multiplication and division facts</i></b></p> <p style="text-align: right;"><b>£167.90 + £94.90</b></p>		<p>Sub Leads</p> <p>AB &amp; Sub Leads</p> <p>MB &amp; LB</p> <p>MA</p> <p>FR &amp; AB</p> <p>MB &amp; LB</p>	<p>Spring 21</p> <p>Spring 21</p> <p>Oct 20</p> <p>Oct 20</p> <p>Nov 20</p> <p>March 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><b><i>Purchase and implement NFER tests for English and Maths No Problem for Maths. Complete termly tests and record assessments on NFER Hub to identify gaps and on Classroom Monitor to track performance.</i></b></p> <p style="text-align: right;"><b>(NFER £2002.14)</b> <b>(MNP £1730.04)</b></p>		<p>AS, MB, AB</p>	<p>Autumn 20</p>

	Feedback systems adapted so that staff are adhering to social distancing, as well as to meet the recommendations from EEF Feedback research. <b>(£0)</b>		AS	Sept 20
<u>Transition support</u>  Children who are joining school from different settings or who are beginning their schooling with Peel Hall have an opportunity to become familiar and confident with the setting before they arrive.	<i>Children joining as new in Nursery are having a staggered start to help them settle in to school. Virtual transition with high schools for those in year 6. Meet the teacher Teams meeting.</i>  <b>(£0)</b>		LL, MB, AS, JB	Aut 20
<b>Total budgeted cost</b>				<b>£7550.08</b>

<b>ii. Targeted approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<u>1-to-1 and small group tuition</u>  Identified children will make accelerated progress in Maths. They will be able to recall number facts quicker and filling the gaps identified from assessments	<p><i>A tutor from the National Tutoring Partnership to be employed from February half-term to focus on those identified children in years 5 and 6 initially.</i> <b>(£1600)</b></p> <p><i>Teacher working with Maths and reading groups in Year 6 as these have had the biggest dip</i> <b>(£5278)</b></p> <p><i>TAs to work with groups from year 4 down to complete small group work e.g. RWI 1:1 session</i> <b>(£Currently paid by budget for salaries)</b></p>		AS  SB, AS, MB  AB, LT, IR, MA, FR	Summer 21  Spring 21  Spring 21
<u>Intervention programme</u>  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.	<i>Identify intervention and purchase. Staff within phases to be trained and are able to deliver the intervention confidently (inclusive of entry and exit data).</i>  <b>(£3000)</b>		AS, MB, LB	Summer 21

An appropriate literacy intervention, such as Catch-Up Literacy, supports those identified children in reinforcing their understanding of basic English skills.	<b>RWI intervention running in KS1 and lower KS2 for phonics. NELI intervention and WellCom interventions for Speech and Language in Early years. Intervention identified for English in KS2 focused on reading and writing and staff trained and able to deliver the intervention confidently.</b> <b>(£3000)</b>		AS, AB, FR	Summer 21
<u>Wellbeing</u>  Children will have access to school counsellor if / when needed (1-1).  Access to nurture provision in small group or 1:1  15 minute daily whole class PSHE sessions  Deputy Head to take lead on wellbeing and attend relevant training to support school staff, parents and pupils	<b>£698.88 per pupil for a 12 week intervention. School will identify children in need of 1:1 sessions with councillor. Max 12 children over the year.</b> <b>(£8386.56)</b>  <b>School will increase the nurture provision on offer by ensuring a specially named member of staff is available full-time.</b> <b>(£18197)</b>  <b>Teachers to use Jigsaw PSHE scheme and DfE suggested Health and Wellbeing activities</b> <b>(0)</b>  <b>One Education Wellbeing support including webinars and Manchester Healthy Schools</b> <b>(£95)</b>		AS  AS, SA  LR, AS, Class teachers  AS	Spring 21  Dec 20  Dec 20  Summer 21
<b>Total budgeted cost</b>				<b>£39556.56</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>
<u>Supporting parents and carers</u>  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.	<b>Additional online learning resources will be purchased, such as Serial Mash and RWI Phonics to support children reading at home. Likewise, Purple Mash will be used so that children can practise spellings at home. TT Rockstars will be used to practice timestables. MyON (Online Reading) and Numbots (number bonds/addition and subtraction) will be looked at and seen if we can purchase.</b> <b>(£Costings accounted for above + £2354 + £50)</b>		AS, AB, ES, MB	Summer 21

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.	<b>2/3-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs. (Possibly link to Fran)</b> <b>£500</b>		Class teachers	Spring 21
<u>Access to technology</u>  During the catch-up extended school provision, 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.	<b>Ordered 48 iPads through the DfE scheme – waiting to be able order a further 17 as they become available. Jamf subscription</b> <b>£1500 + £245.70 + £245</b>  <b>Teams purchased through DfE funding, for all school staff and pupils with training. Apple TVs ordered for classes so they can provide blended learning alongside the class TA. New laptops for 3 teachers to be able to provide remote learning. TAs to be provided with school iPads to facilitate support for home learners. To order 2 basket iPads trollies to store and charge iPads in school</b> <b>(£569+ £2261 + £3638)</b>		AS, ES, JB  ES	Spring 21  Spring 21
<u>Summer Support</u> NA				
<b>Total budgeted cost</b>				<b>£58469.34</b>
<b>Cost paid through Covid Catch-Up</b>				<b>£20160</b>
<b>Cost paid through charitable donations</b>				<b>£0</b>
<b>Cost paid through school budget</b>				<b>£38309.34</b>