



Catch-Up Premium Plan

Hoole St Michael C.E. Primary School



Summary information

School	Hoole St Michael CE Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£7520	Number of pupils	94

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	
Maths:	Specific content has been missed, leading to gaps in learning. Children make slower connections between their learning. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This has impacted on calculations and fluency. This is reflected in arithmetic assessments.
Writing:	Children have lost essential practising of writing skills. GAPS specific knowledge has suffered, leading to lack of fluency in writing. Some children have poor standards in writing, forgetting to apply appropriate punctuation and precision vocabulary. 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.
Reading:	Children accessed reading during lockdown in many forms. This was 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. Lost opportunities to read together resulted in some children losing their enjoyment of reading. Inference skills and reading mechanics have deteriorated as children didn't immerse themselves in their reading as often.
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.
Communication and Interaction:	This has impacted on some of our younger children particularly. Social skills need reinforcement. Language development has been and our EYFS children had limited transition experiences.
Cognition and Learning:	Regression in academic skills mentioned above. The overall level of concentration was initially poor but this has built over the term. Children have shown a weakness in the skills of; independence, perseverance, problem solving. Growth Mindset techniques have been reinforced daily.

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 subject 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>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them,</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p style="text-align: right;">(£0)</p> <p><i>Purchase additional manipulatives and phonics reading books for EYFS/KS1 initially.</i></p> <p style="text-align: right;">(£500)</p>	<ul style="list-style-type: none"> Monitoring records show improvement in standards. Work scrutiny reflects engagement and progress. Baseline and endpoint assessments show children have progressed well. 	<p>JP</p>	<p>Feb 21</p> <p>Feb 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><i>Purchase and implement White Rose Maths Complete termly tests and record assessments on tracker to identify gaps an on Insight to track performance.</i></p> <p style="text-align: right;">(£500)</p>	<ul style="list-style-type: none"> Targeted pupils are tracked in terms of attainment and progress Monitoring records show improvement. Pupil achievement data scrutinised. 	<p>JP SC</p>	<p>July 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Hoole SM have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>A 360 interactive virtual tour of School is arranged and shared with all new-starters. 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 our school.</i></p> <p style="text-align: right;">(£250)</p>	<ul style="list-style-type: none"> Children show confidence and independence in their learning environment. Children familiar with routines. 	<p>JP AM</p>	<p>Ongoing</p>
			Budgeted cost	£ 1350

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> 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.	<i>Additional teacher time to support the delivery of the project.</i> (£1400)	Progress/attainment in: <ul style="list-style-type: none"> • Reading progress/ attainment is improved reflecting an improvement in fluency · • Improved attainment/ progress in Reading Comprehension 	JP	Feb 21 Feb 21
<u>Intervention programme</u> Appropriate Maths Mastery supports those identified children in reinforcing their understanding of basic maths skills and application of number.	<i>Intervention is identified and purchased. Staff are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i> (£1000)	Progress/attainment in: <ul style="list-style-type: none"> • Maths progress/ attainment is improved reflecting an improvement in key skills. • Improved attainment/ progress in Maths fluency 	JP SC	July 21
<u>Extended school time</u> Identified children Y6 are able to access a weekly catch-up club (1.0hrs per week) From the Spring term. The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the process.	<i>Teacher gives this time annually for free.</i>	<ul style="list-style-type: none"> • Targeted pupils are tracked in terms of attainment and progress 	SC	Ongoing
Budgeted cost				£1400

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact	Staff lead	Review date?
<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	<i>Additional online learning resources has been purchased to support Home Learning-Google Classroom. (Part funded by the DFE)</i>	<ul style="list-style-type: none"> • All children can access teaching and learning via Google classroom. • Teacher's online assessments show good 	JP TP	Feb 21

<p>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>	<p style="text-align: right;">£0</p> <p><i>CPG book packs are purchased and ready to distribute for PPG/ SEND children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i></p> <p style="text-align: right;">£500</p>	<p>progress.</p> <ul style="list-style-type: none"> Children develop their confidence in the use of IT to support learning. 	<p>JP SC</p>	<p>Feb 21</p>
<p><u>Access to technology</u></p> <p>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.</p> <p>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.</p>	<p><i>Purchase 12 new laptops. They are to be used to further support online access to resources for the children accessing extended school time.</i></p> <p style="text-align: right;">£4900</p> <p><i>Purchase Headphones and cameras</i></p> <p style="text-align: right;">£200</p>	<ul style="list-style-type: none"> Quality teaching and learning is accessible for all children. Monitoring records show improvement in standards. Data Analysis shows progress and attainment. 	<p>JP TP</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Summer Support</u> NA</p>				
Budgeted cost				£ 5600
			Cost paid through Covid Catch-Up	£7520
			Cost paid through charitable donations	£1000
			Cost paid through school budget	£830