

Catch-Up Premium Plan

Sutton Park Primary School



Summary information					
School	Sutton Park Primary School				
Academic Year	2021-22	Total Catch-Up Premium	£23,040	Number of pupils	321

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
<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>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

<p>Maths</p>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Since their return in September, children have shown a keen interest in Maths and have not lost motivation for the subject. They are simply ‘behind’ where they would have been due to missed curriculum content during school closures. The second school closure in January 2021 led to further gaps forming. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. Arithmetic is therefore a focus moving forward.</p>
<p>Writing</p>	<p>During school closures, children were encouraged to write regularly via home learning packs and thematic challenges. In the second school closure, remote learning was offered for at least 3 hours per day. Engagement with this varied and despite devices being lent, phone calls home and lots of incentives, some children/parents weren’t able to sustain this home learning. As a result, specific skills gaps are evident and there is a reduced fluency in writing. Those who have maintained writing throughout the lockdowns 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. There is a high focus on sentence structure and punctuation to address gaps that have formed.</p>
<p>Reading</p>	<p>Access to reading throughout school closures varied from family to family, dependent upon a variety of factors. (For example, all pupils had access to online reading platforms but not all utilised this). Reading was a key component in the remote learning offer during Spring term 2021 and children continued to hear school adults read for pleasure daily. However, children are overall less fluent in their reading and the gap between those children that read widely and those children who don’t, has now widened further. Impact has also been seen on the phonics knowledge of Years 1 and 2.</p>
<p>Non-core</p>	<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> <p>A reduction in physical exercise has had a marked impact on both physical and mental health for some pupils. A lack of Physical Education lessons and active time during school closures has led to a disengagement with physical activity.</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>Additional subscriptions purchased for all teachers to support in the teaching of skill-gaps created during Covid-closures.</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 revision of pre-taught content and the scaffolding of new/catch up content.</p>	<p><i>Grammarsaurus subscription for all teachers -for sentence structure, grammar and punctuation needs.</i></p> <p style="text-align: right;"><i>(£490)</i></p>		LM	July 2022
	<p><i>Vocabulary Ninja reading comprehension resources for Y1-6 covering all genres (one per teacher £240)</i></p>			
	<p><i>Spelling Shed, Numbots, TT Rockstars – renewal of current subscriptions to allow this strategy to continue.</i></p> <p style="text-align: right;"><i>(£550)</i></p>		SLT	January 2022
	<p><i>Purchase additional Maths manipulatives and supportive resources for years 1-6</i></p> <p style="text-align: right;"><i>(£2000)</i></p>		CD	December 2021
Total budgeted cost				£ 3280

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and vocabulary understanding. 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><i>Targeted interventions in high-need year groups to enable target group teaching for focus chn (Y6 additional target group, Pupil premium Y5 Literacy/Maths target group, Reception classes)</i></p> <p style="text-align: right;"><i>(Day rate = £180, Week rate = £900, 14 weeks = £12,600)</i></p>		ED/LM	Feb 21

Phonics interventions for identified children who have been significantly impacted by the school closures and missed content during Reception year.	<i>Breakfast and phonics intervention group (4 week period in April/May 2021) Daily cost of breakfast per child £1, staff overtime to lead groups.</i> £300		CD	May 2022
<u>Intervention programme</u> An appropriate 'Communication & Language' intervention supports those identified children in EYFS in addressing vocabulary gaps and increasing confidence in sp&list.	<i>NELI programme – no cost for programme or resources but cover costs for TA leading intervention (x2 days per week for 20 weeks)</i> (£3000)		LM	July 2022
<u>Intervention</u> Appropriate social, emotional and mental health support for pupils experiencing difficulties in regulating behaviour and emotions post-pandemic. Upskilling of school-based learning mentor to support the emerging needs.	<i>Level 3 accredited apprenticeship for learning mentors (% towards the cost of this qualification and training to be paid via Covid catch up funding)</i> £250		KD	March 2022
Total budgeted cost				£16,150

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Purchase of standardised homework resources from Y1-6 for core areas: English, Reading and Maths. These will raise parent understanding/knowledge of ARE expectations and provide model examples of how to support children in completing their homework tasks. 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.	<i>Collins activity books purchased for all children (x3 each covering English, Reading comprehension and Maths)</i> £2500		LM	Feb 2022
	<i>Additional online learning resources will be purchased, such as Oxford Reading Buddy to allow home access to all pupils.</i> £300		SS/CD	Feb 2022

	Total budgeted cost	£2800
	Cost paid through Covid Catch-Up	£22,230
	Cost paid through charitable donations	
	Cost paid through school budget	