



Catch-Up Premium Plan

The Oaks CE Learning Federation

Summary information				
School	The Oaks CE Learning Federation			
Academic Year	2020-21	Total Catch-Up Premium	£24,560	Number of pupils and funding Saint Michaels CE Infant School – 77 - £6160 Copythorne Infant School – 88 pupils £7040 Netley Marsh Infant School – 89 pupils £7120

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>

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys.
Based on initial return assessment and teacher judgements (carried out in Autumn 1)

Maths

Netely Marsh:

Year One – The amount of children who were working at ARE, when lockdown measures were put into place has reduced but the amount of children who were progress towards a greater depth standard has increased.

Year Two –The amount of children who were working at ARE, when lockdown measures were put into place has remained the same but the amount of children who were progress towards a greater depth standard has decreased.

Copythorne

_Year One - The amount of children who were working at ARE, when lockdown measures were put into place has reduced but the amount of children who were progress towards a greater depth standard has reduced.

SMAA

The amount of children who were working at ARE and greater depth, when lockdown measures were put into place has remained the same.

Writing

Netley Marsh:

Year One – The amount of children who were working at ARE, when lockdown measures were put into place has reduced but the amount of children who were progress towards a greater depth standard has increased.

Year Two –The amount of children who were working at ARE, when lockdown measures were put into place has remained the same but the amount of children who were progress towards a greater depth standard has decreased.

Copythorne

_Year One - The amount of children who were working at ARE, when lockdown measures were put into place has reduced and the amount of children who were progressing towards a greater depth standard has reduced.

Year Two - The amount of children who were working at ARE, when lockdown measures were put into place has remained the same, but the amount of children who were progressing towards a greater depth standard has reduced.

SMAA

Year One - The amount of children who were working at ARE, when lockdown measures were put into place has reduced but the amount of children who were progressing towards a greater depth standard has remained the same.

Issues in Year One around fine motor skill development have been raised and attitudes across the school to learning, including resilience and perseverance are acting as barriers to progress.

Reading

Netley Marsh

The amount of children who were working at ARE, when lockdown measures were put into place has reduced but the amount of children who were progressing towards a greater depth standard has increased.

Year Two - The amount of children who were working at ARE and greater depth standard, when lockdown measures were put into place has reduced.

	<p>Copythorne</p> <p>Year One - The amount of children who were working at ARE and towards a greater depth standard has reduced.</p> <p>Year Two - The amount of children who were working at ARE, when lockdown measures were put into place has remained the same and the amount of children who were progressing towards a greater depth standard has reduced.</p> <p>SMAA</p> <p>Year One - The amount of children who were working at ARE and towards a greater standard, when lockdown measures were put into place has remained broadly the same</p> <p>Year Two - The amount of children who were working at ARE, when lockdown measures were put into place has reduced, but the amount of children on track for a greater depth standard has remained the same.</p> <p>Across all schools within the Federation it has been noted that for some children, progress in reading has been minimal and for others they have made accelerated progress while learning at distance.</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>Teachers have also noticed attitudes to learning have changed since returning and for a number of children their willingness to push themselves, persevere and bounce back has decreased. This has had a direct impact on the emotional resilience of a number of children within the school.</p> <p>Initial EYFS assessments have been made and an analysis carried out of areas of weakness for each class across the Federation. Speaking continues to be an area of lower performance – it is difficult to tell if this is a direct impact of covid and time missed at preschool or a national increasing trend in our intake.</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?
Support parents in continuing to make progress and consolidate new learning at home. Increase attainment for all for reading and maths.	<p>All children will have access to Mathletics – which enables teachers to set consolidation tasks for home and will support any child isolating in keeping up with taught content in school.</p> <p>All children will have access to reading eggs – this is a progressive phonics and reading program, which has been used previously in school to support children's developing reading skills. This programmes starts with assessment tasks and builds upon learning in a fun and exciting way. Reading eggs is designed for children to access easily and has been previously used to support our pupil premium families.</p> <p>£1108 – Copythorne £1108 – Netley Marsh £ 979 - SMAA</p>		Lit lead Math Lead HoL EH	Reviewed at progress meetings (termly)
Focus children on next steps in writing and support children in consolidating gaps from missed learning.	<p>Teachers in KS1 will be using personalised writing target, to ensure that children are given specific next steps, related to gaps in their knowledge and next steps in learning.</p> <p>Cost - £0 (<i>internal planned expenditure</i>)</p>		Assessment lead	December March July
Raise achievement for those children who have not maintained progress throughout through the pandemic	<p>Regular data review meetings will provide a platform for professional discussion between heads of learning and teachers, to ensure that first class provision, within the class, is planned to target those who are not on track for predicted targets, based comparative data from pre-lockdown.</p> <p>Cost £0 - (<i>internal planned expenditure</i>)</p>		HoL Teachers EH Govs	KS1 – end of each term Year R – mid year and end of year.
To build children's resilience and excitement for learning,	<p><i>As part of the SIP, we are adapting our curriculum and approach to teaching and learning to promote quality teaching outside. This supports efforts to reduce possible transmission of infection, while maintaining pace in learning. Through giving children more real life experiences and opportunities to be active and aim to improve passion for those learners who find 'traditional teaching approaches challenges'.</i></p> <p>Training cost £50</p>		HoL @ NM	

Total budgeted cost				£ 3245

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Copythorne CE Infant School</u>				
<u>small group tuition</u> To raise the amount of children on track for GDS through small group targeted teaching in all core subjects.	<p><i>Class teachers will work two additional mornings to target specific children who were on track and should be on track for GDS in reading, writing and maths. The class teacher will be delivering first class teaching every Monday and Tuesday and then peel off specific, target groups for two additional morning to develop GDS skills in RWM. This in turn will allow the second class teacher (who teaches later in the week) to provide more targeted in class support to those children who have not maintained progress during school closure.</i></p> <p><i>This will run for six weeks and impact reviewed before deciding to use a similar approach. For an additional six weeks.</i></p> <p><i>£1596 for two mornings over six weeks</i></p> <p><i>Additional release time for prep, assessment will also be given to teacher (1 day)</i></p> <p><i>Budget allocation will allow for three blockss of six weeks, to enable different groups of children to be targeted if successful. Cost - £4788</i></p>		HoL Yr Two Teacher	Feb 21
To support children’s emotional wellbeing and development, therefore being more emotionally ready to access work and challenge appropriate to their next steps in learning.	<p><i>Overtime (one additional day) payment to current part time staff, to support in class learning and therefore release our trained ELSA or THRIVE practitioner to target identified children and provide support work. Initial assessments and clear targets to</i></p>		HLTA HoL	Feb 21

	<p><i>monitor impact will be documented and shared with parents.</i></p> <p><i>£428 per six weeks</i> <i>(£1284 for three blocks of six weeks)</i></p>			
To support reading progress in year one, and raise attainment of cohort.	<p><i>HLTA will cover PPA sessions, releasing HoL to target specific children for additional targeted reading on a regular basis – planning and addressing gaps in learning.</i></p> <p><i>Cost - £0 (internal planned expenditure)</i></p>			
Total budgeted cost for CT				£6072
Netley Marsh CE Infant School				
Raise attainment in reading and therefore support progress in writing – particularly focussing on children not on track for ARE.	<p>HoL and teacher will identify target group of children to make accelerated progress and return to pre covid attainment levels. Children will receive regular systematic approach to supporting reading development following ‘paired reading programme’. In order to release the HoL to facilitate this, spend will be costed for payment of LSA3 to cover PPA sessions (currently covered by HoL) and additional Friday to support consolidation within year two class, where the greatest reduction in attainment has been seen. This will be costed for three target periods of six weeks, with the impact being review after each six weeks of implementation in order to determine success and next steps.</p> <p><i>£797 for 6 weeks</i> <i>(£3188 for four blocks of six weeks)</i></p>		Yr 2 Teacher HoL	July 21
Raise attainment in PSED and CLL in Reception	<p>LSA will support Year R (ensuring accelerated progress for those identified with PSED/CLL barriers). Much of the PSED intervention will be carried out by all staff during child initiated session. CLL interventions will be bespoke and meet individual needs. At the end of Spring 1 progress will be assessed and interventions reviewed.</p> <p><i>Cost - £0 (internal planned expenditure)</i></p>			
Total budgeted cost for NM				£3188
Saint Michael and All Angels Infant School				
Raise the amount of children, on track for ARE in RWM to pre-covid levels.	Focussing on the year two cohort – extend the hours of support staff to facilitate recognise, proven		Yr 2 teacher	Feb 21

	intervention for targeted groups of children (5 afternoons per week, for a six week period) <i>£797 for six weeks (3188 for four blocks of 6 weeks)</i>		HoL	
Promote high quality targeted small group support, using recognised proven approaches to accelerating learning.	Training for first class in number and reading recovery. Possibly ABRA £ - quotes to be obtained		HoL	
			Total budgeted cost	£3188

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
To provide a greater level of communication about children's achievements in school through tapestry – therefore supporting parents to recognise what additional support children may need in real time.	<i>Each class to purchase 2 ipads for use of in class 'real time' assessment, including whole school tapestry – teachers will then be able to post examples of work – including reading, maths and writing – directly to parents with suggested additional support or areas of development to support parents in directing efforts for home learning. £280 per ipad Therefore 3 ipads per school = £840 (not including Copythorne)</i>		EH HoL	March 21
			Total budgeted cost Copythorne	£7180 (+140)
			Total budgeted cost Netley	£5186 (-2063)
			Total budgeted cost SMAA	£4167 (£1993)
Planned provision is subject to change and planned provision will be evaluated every six weeks to assess impact. Where no impact is seen provision will be amended. For Netley Marsh and SMAA, surplus spend will be planned for following key summative assessment points, and planned for reflecting the needs of the pupils at that time.				