

Catch-up funding action plan

Contextual information					
School name	Whitegate CofE Primary	Headteacher	Mrs. C Mackenzie	Academic year	2020 to 2021
Number of pupils	157	Funding allocation	£ 12,560	% PPG pupils	12%

Background

The government announced £1 billion of **funding** to support children and young people to catch up lost time after school closure due to the pandemic. This is especially important for the most vulnerable and disadvantaged backgrounds. For primary schools this funding includes:

- a one-off universal £650 million catch up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time; and
- a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help, which includes: a school's programme for 5 to 16-year-olds – for more information, see the National Tutoring Programme FAQs, and an oral language intervention programme for reception-aged children.

The school's **funding allocation** will be calculated on a per pupil basis. A mainstream primary school will get £80 for each pupil in from reception to year 6 inclusive. The school will receive funding in 3 tranches – 1. autumn 2020 – this is based on the latest available pupil data in the October census; 2. Early 2021 – based on updated pupil and place data. This payment will also take account of the initial part payment made in autumn 2020 so that the school will receive a total of £46.67 per pupil or £140 per place across the first 2 payment rounds; and 3. summer 2021 term - a further £33.33 per pupil or £100 per place.

The DfE guidance states '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 curriculum expectations for the next academic year in actions for schools during the coronavirus outbreak. While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.'

Ref: Catch up premium, published 19 November 2020

Purpose of the action plan

1. To evidence how the school is using the COVID-19 funding to resume teaching the full curriculum following partial closure in the summer term 2020
2. To evidence how the school is using the funding for specific activities to support pupils to catch up as a result of lost teaching in the summer term 2020
3. To enable governors and trustees to scrutinise the school's plan for and use of catch-up funding. This includes consideration of whether the school is spending the funding in line with their catch-up priorities, and ensuring appropriate transparency for parents.

Accountability

Written by	Mrs. C Mackenzie	Approved by governors	
Updated		Reviewed by governors	

Rationale for use of funding

Our spending has been allocated based upon the Education Endowment Foundation (EEF) evidence-based approaches for catch-up in the document [coronavirus \(COVID-19\) support guide for schools](#) and using the recommended implementation strategies in the EEF document [school planning guide: 2020 to 2021](#).

Our strategic approach to the use of funding

We have adopted the 3-tier approach recommend by the EEF

Tier 1 Teaching and whole school strategies

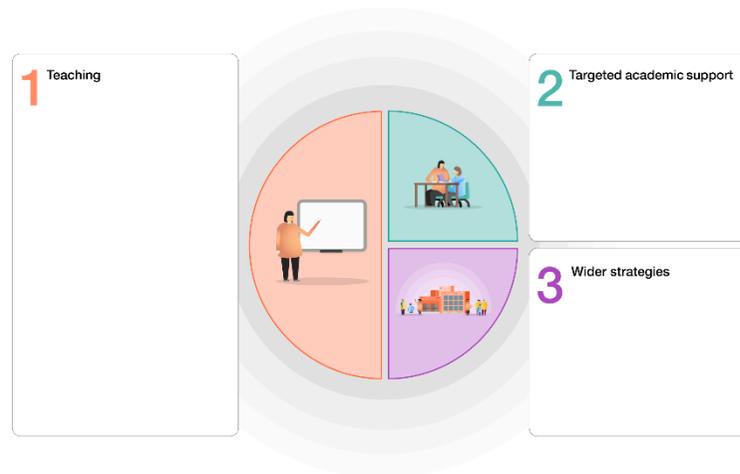
- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Tier 2 Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Tier 3 Wider strategies

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



Our catch up priorities

English – writing

- Ensure that the spelling of high frequency and common exception words is embedded.
- Provide children with daily opportunities to write to rebuild their stamina.
- Ensure that there is consistency in accurate letter formation resulting in a fluent and joined handwriting style.

English – reading

- Daily opportunities for children to engage in one-to-one reading for those children who are on the reading scheme and are not making expected progress.
- Regular opportunities in KS2 for shared, whole class reading, Guided Reading, independent reading and class story time.
- Continue to ensure that children are reading regularly at home and that those who are not are supported in school.

Mathematics

- Daily session of 'Big Maths' in all year groups to ensure fluency of key mathematical concepts in calculation.
- Identify gaps in learning and to plan accordingly for the Summer Term.

Evidence base

Children have lost essential practising of writing skills. Analysis of writing has highlighted a lack of fluency and poor writing stamina. Y1 children's physical development skills have been significantly impacted and this is reflected in handwriting/writing skills. Stamina for writing has diminished; the children have not had consistent opportunities to develop their writing skills. Spelling is not consistently accurate; spelling of high frequency and common exception words is not embedded. Handwriting skills lack precision and accuracy in formation and joins.

EYFS & KS1 Phonics - specific content not taught due to lockdown meaning an interrupted programme. Impact on reading for Y1 children: 64% of children are on pink level books. Only one child on yellow (exp for end of EY). Impact on reading for Y2 children: 36% on blue, or lower; 23% on green; 23% on orange/turquoise – this is exp for end of Y1.

Reading in KS1 and KS2 has not progressed as expected due to the lack of consistent reading opportunities within a classroom environment.

Pupils appear to be on track in Mathematics, although the Summer term will see the outcome of specific content e.g. fractions, that has been missed potentially leading to gaps in learning.

Wider curriculum <ul style="list-style-type: none"> Review the curriculum offer so that relevant content is taught first. Professional development for all teachers in how to deliver high quality PE, through team teaching and modelling. 	<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>Children not as active during period of lockdown at home.</p>
Behaviour <ul style="list-style-type: none"> Training for key members of staff in ‘Our Ways of Working’ Introduction of a ‘Relationships Policy’ Establish a new PSHE long-term plan and whole school themes. 	<p>Behaviour has been excellent on return to school. (This is probably helped with children only mixing with the children in their own bubble.)</p>
Attendance <ul style="list-style-type: none"> To continue to achieve attendance above 95% 	<p>No issues with attendance.</p>

Tier 1 Teaching and whole school strategies

Intent	Implementation of strategy	Cost	Monitoring	Expected Impact
Quality first teaching	<ul style="list-style-type: none"> All 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. All teachers to have a clear understanding of the curriculum gaps (from previous years’ objectives) that need covering during the current year of teaching. All Teachers will have additional time and support to monitor their specific subject, including the opportunity to complete subject action plans alongside CPD opportunities Appraisal system and monitoring to be rigorous to ensure any previous CPD/areas for development are followed up and supported. Continue to engage in Maths and Writing moderation and support groups. Adapt teaching to support pupils’ education at different stages of development. Ensure appropriate differentiation, especially in mixed year group classes. Use of TAs/LSAs to support this e.g. ‘Big Maths’ to be delivered in smaller groups as well as phonic/spelling groups. EYFS and KS1 phonics aligned books sent home. Consider Accelerated Reader for those children who become ‘free readers’. 	<p>£8,524</p>	<ul style="list-style-type: none"> Learning Walks Teachers’ planning, including the use of additional adults Pupils’ workbooks Appraisal documentation Reading tracking sheets/ Guided Reading notes 	<p>Knowledge gaps will be identified and planning adapted to address these. This will ensure that attainment across the Curriculum is maintained and pupils attain in line with National Expectations.</p> <p>Improved teacher knowledge through the whole school spiralling curriculum showing a deeper understanding of progress.</p> <p>The use of manipulatives in Maths will ensure that children are able to use concrete aids to build their understanding of abstract topics. Gaps in understanding do not widen because of covid and evidence of outcomes continue to improve across the school.</p> <p>A personalised approach to CPD will ensure quality first teaching for all children. All teaching will be at least good.</p>

	<ul style="list-style-type: none"> Continuation of daily phonics/spelling lessons to be taught throughout the school. Handwriting to be taught discretely 3x per week in KS1 using triangular grip pencils. Intervention group in place for KS2. Fine motor skill development activities in continuous provision in EY and Y1. EYFS to focus on hand strengthening skills are a precursor to discrete handwriting input. CPD focus on the teaching of Mathematics through concrete resources. 			<p>Strong QFT to ensure pupils have the best chance of 'catching up' due to 'lost teaching time'.</p> <p>Pupils to make accelerated progress to develop and embed phonic knowledge and early reading skills.</p> <p>Staff will have to opportunity to collaborate with experienced colleagues within school and our wider NEP community.</p> <p>Children's fine motor development will improve specifically in regards to handwriting.</p>
Pupil assessment and feedback	<ul style="list-style-type: none"> Revisit the feedback procedures (Assessment Policy) Subject Leaders to revisit progression grids and to adjust the curriculum map accordingly. Frequent low-stake quizzes to ensure all children, and in particular disadvantaged, experience success and celebrate the acquisition of knowledge. Assessment cycle to be re-visited and NFER tests along with other online tools will be used to identify gaps and offer standardised scores. 		<ul style="list-style-type: none"> Progression grids completed for each subject Feedback in pupils' workbooks Data sheets 	<p>Ensuring effective feedback is given to pupils will enable them to identify areas for development and make improvements. Analyses of assessments will identify gaps and inform future planning. This approach will support in closing gaps in R/W/M - Data will evidence this.</p>
Transition support	<ul style="list-style-type: none"> Transition events (virtual) to focus on sharing information about school with children and their families and activities designed to make pupils feel comfortable in their new school, for example by introducing pupils to their new teachers and classmates. Additional transition to include using baseline assessment to identify areas where pupils are likely to require additional support. Opportunities for teachers to share information about pupils' strengths and areas for development with colleagues, including between pre-school and secondary schools where possible. Gap analysis of the EYFS curriculum. All pupils in Y1 to access continuous provision to aid a seamless 	£500	<ul style="list-style-type: none"> Transition notes Baseline assessments Pupil voice Parent voice 	<p>Teachers to have the resources available to continue a play based approach to learning.</p> <p>Pupils will have reduced levels of anxiety around the key stage transition.</p> <p>Pupils will feel comforted by the familiar approach to learning.</p> <p>Pupils are able to quickly re-establish routines and access full learning opportunities.</p>

	<p>transition from EY. Elements of continuous provision to be provided in Y2, particularly in the delivery of foundation subject, with an emphasis on core English and mathematic skills.</p> <ul style="list-style-type: none"> • All vulnerable pupils offered additional transition sessions. • ELSA support in place for those who are identified as needing emotional support. • Curriculum supports the children to rebuild friendships. 			Pupils have greater resilience skills and strategies.
Supporting remote learning	<ul style="list-style-type: none"> • Continue with subscriptions to online learning resources: Timestable Rockstars, Numbots, PhonicsPlay. • Introduce EduationCity as an interactive tool to aid differentiation. • Use of VLE to set and receive work. (Make use of this from September to set and receive homework.) • One live lesson each day to take place if a bubble or school closes • Teachers and support staff made aware of home learning requirements through CPD. 	£1419	<ul style="list-style-type: none"> • Pupils' engagement with online learning resources • Teachers' planning and remote learning set • Pupil voice • Parent voice 	<p>Seamless move to remote learning, which the pupils quickly adapt to, resulting in pupils continuing to make progress.</p> <p>Learning matched according to pupils' needs.</p> <p>Teachers to have the resources available to provide quality remote learning.</p>

Tier 2 Targeted approaches				
Intent	Implementation of strategy	Cost	Monitoring	Impact
One to one and small group tuition	<ul style="list-style-type: none"> Identify pupils across the school for small group support. (Additional Guided Reading, writing or maths). LSAs/TAs to teach sessions under the direction of the teacher. TA/LSA support increased in Y1 and Y4/5. 1:1 Reading for KS1 children and any child in KS2 who are not yet 'free readers'. 	£8,425	<ul style="list-style-type: none"> Lesson planning Learning walks Pupils' workbooks 	<p>Accelerated progress as a result of greater feedback from the practitioner; more sustained engagement from the pupils and work closely matched to the pupils' needs.</p> <p>Smaller groups will promote pupils' self-esteem and will increase peer interaction.</p>
Intervention programmes	<ul style="list-style-type: none"> Identify Y5 children to access 'Step up to Year 6' First4Maths intervention. (6 week programme delivered by HLTA) Intervention and pre-teach planned weekly using LSAs/TAs to complete group intervention for core areas of learning. 	£450	<ul style="list-style-type: none"> Teachers' planning HTLA's planning Pupil workbooks Learning Walks 	<p>Smaller teaching groups in Y4, Y5 and Y6 will allow for appropriate differentiation of the three groups.</p> <p>Y5 pupils will be confident to begin the Y6 programme of study in September 2021.</p> <p>Pre-teach opportunities will result in confident pupils ready to progress in the whole class learning environment.</p>
Extended school time	<ul style="list-style-type: none"> Identify pupils from Y2 upwards who are able to access weekly booster sessions (1 hour per week). Parents are supportive of the club and understand the identification process and importance of attendance. 	£1,286	<ul style="list-style-type: none"> Lesson planning Pupils' workbooks 	<p>Flexible learning opportunities with greater opportunities for one-to-one work.</p> <p>Small groups will encourage all pupils to participate and engage.</p> <p>Pupils are challenged to think for themselves and encouraged to vocalise and discuss their understanding of concepts, resulting in misconceptions being addressed.</p>

Tier 3 Wider strategies				
Intent	Implementation of strategy	Cost	Monitoring	Impact
Supporting parent and carers	<ul style="list-style-type: none"> Procedures in place for home learning involving teachers and support staff setting and feeding back on work. Parents and carers informed of the provision for home learning through newsletters and virtual meetings. Procedures in place for those families considered vulnerable e.g. TAF lead to be given dedicated time out of class. 	£119	<ul style="list-style-type: none"> Minutes of meetings Newsletters TAF paperwork Parent voice 	<p>Clear understanding of procedures leading to seamless transitions between face to face and remote learning.</p> <p>Families at partnership plus level on the continuum of need supported through the TAF process and other informal routes within school.</p> <p>Pupils, that are identified, receive ELSA support resulting in greater confidence.</p>
Access to technology	<ul style="list-style-type: none"> Those learning at home, without devices, to borrow a school iPad or laptop from old stock. Register on the DFE Get Technology Portal to order technology for disadvantaged pupils. 	£0 (DFE funding)	<ul style="list-style-type: none"> Percentage of those engaging in remote learning 	All children able to access the remote learning provision and therefore progress in their learning.
Summer support	<ul style="list-style-type: none"> Consider running a sports summer school Create a summer sports challenge to complete at home. Continue to provide reading scheme books for KS1 over the break. Encourage children to compete the library reading challenge – perhaps offer an incentive in school. A reading vending machine? 	Unknown at present	<ul style="list-style-type: none"> Pupil engagement 	<p>Children to remain active during the summer break.</p> <p>Children to consolidate reading skills so that there is limited regression. In September pupils are ready to progress.</p>

Summary		
	Cost	Impact summary statements
Tier 1 Teaching and whole school strategies	£10,443	
Tier 2 Targeted approaches	£10,161	
Tier 3 Wider strategies		
	Total expenditure £20,604	