

Thistly Meadow Primary School



School Catch-up grant report 2020-2021

SUMMARY INFORMATION

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| Total number of pupils: | 201 | Amount of catch-up premium received per pupil: | £80 |
| Total catch-up premium budget: | £16,080 | | |

STRATEGY STATEMENT

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 the 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 Year 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 2020-21 academic year. It will not be added to the schools' baselines in calculating future years' funding allocations.

This strategy is designed to address gaps in children's learning caused by the COVID-19 disruption. It outlines the areas we have identified that evidence suggests will support our pupils such as targeted support strategies and developing teacher knowledge. Although this is a one-off grant, it will allow us to invest in some initiatives that will have a long term and sustainable impact beyond this funding.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

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| A | Lost learning time which will impact on the planned learning journey for each pupil. This will also impact on pupils' ability to make meaningful links with new knowledge as well as participate in recall and revision that would normally be taught before new concepts are taught. |
| B | Gaps that have developed in reading, phonics, writing and maths |
| C | Social, emotional and mental health (SEMH) and well-being support for all children |

ADDITIONAL BARRIERS

External barriers:

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| D | Home learning environment, parents/carers with poor literacy and numeracy skills and unable to support |
| E | Limited or no access to digital tools to access learning |
| F | Below 90% attendance – illness, anxiety/reluctant to attend school (pupil or family pressure), self-isolation and quarantine periods |

Planned expenditure for current academic year

| Quality of teaching for all | | | | | |
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| Action | Intended outcome and success criteria | Evidence and rationale | Implementation | Staff lead | Reviewed |
| Maths | To identify and help to diminish gaps. | <ul style="list-style-type: none"> Maths content has been missed which has impacted on the sequence of learning and will impact on pupils' future understanding. | <ul style="list-style-type: none"> Use of Education Endowment Foundation (EEF) guidance to support monitoring EEF guidance effective use of TAs EEF Improving Mathematics in KS2 and 3 Use of White Rose Schemes to support planning to help identify missed learning from previous years Use of Small Steps documents to be incorporated into lessons Use of 3rd Space for daily fluency Catch-up interventions for some pupils who require additional support with these objectives Additional work on recall of basic skills | CB, SJ, KS Maths team | Termly |

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| Reading | To help diminish identified gaps in reading. The school provided access to online books and real books but the gap between children who read regularly and those who do not increased during lockdowns/isolation. | <ul style="list-style-type: none"> • Although pupils were able to access reading during lockdown, more than any other subject, the gaps are increasing. • Reading continues to be the key priority for children returning to school to enable them to access the curriculum. | <ul style="list-style-type: none"> • Identification of pupils who need additional support to accelerate their progress and close the gaps • Word assessments and fluency assessments for targeted pupils • Phonics training to ensure consistency • Increased opportunities for 1:1 and group reading • Additional release time for phonics refresher modules for staff • Additional reading support • Additional reading opportunities across the curriculum | CB, SJ, DH, KS | Termly reviews and assessment data. |
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| Writing | | <ul style="list-style-type: none"> • Pupils have lost essential practicing of writing skills. Pupils missed out on aspects topics of work which required teachers and their peers working alongside them. • A lack of fluency in writing. • Pupils who didn't write much lack stamina and motivation. | <ul style="list-style-type: none"> • Additional grammar practice • Handwriting, vocabulary, spelling interventions • Fluency guidance and assessments • Identifying topics to motivate pupils and inspire them to write • Accelerated Reader • Reading challenges and rewards • Investments in books | CB, SJ, DH, KS | <p>Termly assessments.</p> <p>Termly moderation.</p> |
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| Other curriculum subjects | To identify the significant gaps in curriculum knowledge and to adjust curriculum planning to incorporate pre-requisite knowledge. | <ul style="list-style-type: none"> • Units of work and topics have not been taught or revisited. • Without curriculum knowledge, pupils are less likely to make connections between concepts and themes throughout the curriculum. • Pupils have missed out on curriculum enrichments, cultural capital opportunities including trips, visitors and powerful curriculum moments. | <ul style="list-style-type: none"> • Curriculum modifications to deliver pre- and post-teaching • Identifying curriculum misconceptions • Use of homework to support learning • Additional writing opportunities across the curriculum • Knowledge organisers used to identify vocabulary, support sticky knowledge and retrieval | CB, SJ, KS | |
| ClassDoJo subscription. | Ensure learning continues if pupil/class have to self-isolate. | <ul style="list-style-type: none"> • Combine professional knowledge with robust evidence about approaches that are known to be effective. Refer to: • <u>DfE's catch-up premium guidance</u> • <u>EEF's COVID-19 support guide for schools</u> | | | |

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| <p>Access to technology supporting remote learning and catch-up.</p> <p>Access to technology to support home learning, homework and any extended school provision.</p> | <p>Ensure learning continues if pupil/class have to self-isolate.</p> | <ul style="list-style-type: none"> • EEF – Working with Parents to Support Children’s Learning – section 2 (providing practical strategies to support learning at home). • Recommendation 4 – Technology has the potential to help teachers explain and model new concepts and ideas. | <ul style="list-style-type: none"> • Laptops to support remote learning and home learning • Laptops and iPads to support online learning • Purchase of 30 laptops to support learning in school and at home. • Pupils use during class and become familiar with tools such as ClassDoJo and the Oak Academy. | | |
| <p>Targeted reading intervention groups 1-to-1 and small group tuition.</p> | <p>Identified pupils will have significantly increased rates of fluency.</p> <p>Pupils will be able to comprehend reading better and read more accurately, and at a pace, so that there are not spending their working memory on decoding.</p> | <ul style="list-style-type: none"> • EEF guidance • Strand 3 EEF improving Literacy KS1 • Recommendation 4: Putting Evidence to work, a School’s Guide to implementation • COVID- 19 support guidance for schools | <ul style="list-style-type: none"> • Purchase additional reading resources • Reading training • Release time for phonics, reading training, intervention and monitoring • Additional release time and training to support fluency work | | |

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| Intervention programmes (such as Catch-Up Numeracy). | Intervention supports identified children in reinforcing their understanding of basic maths skills and application of number. | | <ul style="list-style-type: none"> • Intervention programmes and staff training • Additional TA / HLTA intervention • NELI Early language programme | SJ | |
| SEMH and well-being support. | | <ul style="list-style-type: none"> • EEF guidance • Personal, social, health and economic (PSHE) scheme (Cambridge) | <ul style="list-style-type: none"> • Additional hours for pastoral support • Staff training SEMH, well-being, trauma, attachment • PSHE schemes and weekly lessons | SEN SLT | |
| Additional after school provision. | Children identified for targeted afterschool provision, including social and academic. | | <ul style="list-style-type: none"> • Breakfast and after school club (BASC) • TA | SEN CB, SLT | |
| Total budgeted cost: | | | | | £16,753 |

| Targeted support | | | | | |
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| Supporting teaching and learning to identify and reduce gaps: Additional time for planning, review and research of subjects | Planning of subjects and lessons more detailed links to pre-requisite knowledge | <ul style="list-style-type: none"> • EEF – cognitive science • EEF guidance | <ul style="list-style-type: none"> • Identifying gaps in knowledge • Identifying pre-requisite knowledge | CB, SJ | Termly reviews |
| Teaching assessment and feedback: Greater relevance and accuracy of assessments | Assessment identifies gaps Feedback used to diminish gaps | <ul style="list-style-type: none"> • EEF guidance | <ul style="list-style-type: none"> • Moderation • O Track assessment and other assessment considered and trialed • Online assessments | | |
| Total budgeted cost: | | | | | £1,000 |

| Targeted support | | | | | |
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| SEMH support | | <ul style="list-style-type: none"> • SEMH | <ul style="list-style-type: none"> • SEMH, trauma and attachment guidance | | |
| Transition support | Pupils are supported with a successful transition and have the best start to school. | <ul style="list-style-type: none"> • EEF • EEF guidance – Working with Parents to Support Children’s Learning – section 2 (providing practical strategies to support learning at home) • SEMH | <ul style="list-style-type: none"> • Support for additional visits, virtual tour • Additional release time for teachers / SENDCo for meetings and integration (including virtual) | | |
| Supporting parents and families | Pupils will have greater opportunities to access learning at home – supporting pupils with independence. Increasing the likelihood that parents can sustain home-learning. | | <ul style="list-style-type: none"> • Pupils have access to IT equipment, stationary, paper-based home-learning as required irrespective of the ability of child/parent to navigate the online learning • Additional online learning resourced purchased • Home packs printed and resourced | Supporting parents and families. | Pupils will have greater opportunities to access learning at home – supporting pupils with independence. Increasing the likelihood that parents can sustain home-learning. |
| Holiday club support | Vulnerable | | | | |
| Total budgeted cost: | | | | | £2,000 |

ADDITIONAL INFORMATION

- EEF Guidance reports

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

<https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-2-3/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/>