

Plantation Primary School Covid-19 'Catch up' funding

In June, a £1 billion fund for education was announced by the government. Further guidance has now been released (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) showing that the money is split between a catch-up premium and a national tutoring scheme.

The catch-up premium is funded on a per pupil basis at £80 per pupil. This will be based on the previous year's census, meaning Plantation Primary School will be in receipt of £34,960 (437 x £80). The spending of this money will be down to schools to allocate as they see best. To support schools to make the best use of this funding, the Education Endowment Foundation has published a support guide for schools with evidence-based approaches to catch up for all students.

There are two broad aims for "catch up" at Plantation Primary School:

- *The mental health needs of pupils are met and supported by the school.*
- *Attainment outcomes at end of 2020-21 for all year groups will be in line with or above those at the end of 2018-19.*

At Plantation Primary School, this money will be used in order to provide:

- *Resources and materials that support "catch up" and mental health and well-being of pupils through 'Blossom Suite' provision and outdoor learning opportunities.*
- *Additional support staff in Years 1, 2, 5 and 6 to support the outcomes of children who have been identified as needing "catch up" in their learning.*
- *Develop and enhance the teaching and learning of phonics.*

Catch Up at Plantation Primary School for all children is:

- **Working through well sequenced, purposeful planned learning.** For example, our school-created plans are being adapted to focus on missed objectives and consolidate the basics. In maths, we will utilise Tara's Toolkit (Maths Planning) as the spine of learning and we have been able to purchase adapted plans and resources that have been specifically written to focus on the objectives from the Summer Term 2020, e.g. White Rose Maths.
- **Focus on consolidation of basic skills.** The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.
- **Additional lesson time on core teaching.** Reading, writing and maths teaching will require increased teaching time in order to cover missed learning. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons. Activities in the wider curriculum will also provide opportunities to focus on the core skills.
- **Particular focus on early reading and phonics.** This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary. Phonics is a key element of support for the whole school and the school's phonics provision will be enhanced significantly as part of whole school development and particularly catch up provision.
- **Assessment of learning and of basic skills to identify major gaps.** Teachers will work to identify gaps in learning and adapt teaching accordingly.
- **Time spent on mental health, wellbeing and social skills development.** This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months.

Catch Up at Plantation Primary School for targeted children is:

- **Additional support and focus on basic core skills.** Supported by additional staffing utilising catch up premium – dependent on need as identified through ongoing assessment.
- **Additional time to practice basic skills.** This again will be dependent on need of individual children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow for this.

Catch-up funding – planned expenditure

Amount of funding:

Sept 20 – Aug 21: £34,960

Rationale:

Following the 2020 lockdown due to the COVID-19 pandemic, schools have received an additional amount of money to provide catch-up support for those pupils that require it. At Plantation Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF and used timely assessments of both children’s academic and personal development needs to inform our decisions. The table below outlines our intentional spend with a rationale accompanying each decision.

EEF recommended strategy	EEF rationale	Specific implementation at Plantation	Cost	Expected impact
One to one and small group tuition	‘There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.’	<p>Year 1,2 & 6 - Start Wk beg 9th Nov 2020 – End May 2021</p> <p>Small group tutoring: Y1 – 45 pupils Y2 – 43 pupils Y6 – 41 pupils</p> <p>1 session per week over 15 weeks.</p> <p>3 sessions a day x 5 days a week = 15 sessions per tutor X 3 tutors = 45 a week</p> <p>Year 5 - Start Wk beg – 17th May (Phase 1) & 7th June (Phase 2)</p> <p>Each phase = Small group tutoring - 9 children from each class</p> <p>3 sessions per day over a compressed 3 week. Each child will receive 15 sessions in the 3-week</p>	<p>We pay 25% = £12.25 per hour exclude VAT</p> <p>Years 1, 2 and 6 Total cost of £8268.75</p> <p>Year 5 Total cost of £1102.50 x 2 = £2205</p>	<p>By increasing the time spent working 1:1 or 1:3 with an adult we expect the targeted children to close gaps in their progress. By prioritising the development of phonics, arithmetic and comprehension in identified children, we expect to close any gaps in this area of development that may have occurred during the lockdown period.</p>

		<p>period. 15 sessions for each tutor. Repeated for Phase 2</p>		
Intervention programmes	<p>'In order to support pupils who have fallen behind the furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.</p>	<p>Use of additional teacher, to support Year 2 interventions in English and Maths lessons every morning.</p> <p>From April – July</p> <p>Use our additional teacher to support in Year 1 and Reception interventions every Monday morning.</p> <p>Introduce and develop additional phonics resources across EYFS and KS1. Introduce, train and develop staff in phonics through RWI, including resources to support intervention, whole class teaching and home learning. This will principally involve staff in KS1, followed up by EYFS staff then staff in KS2.</p>	<p>Additional teacher £95 per day</p> <p>Year 2 Total Cost of £5605</p> <p>Year 1 and Rec Total Cost of £855</p> <p>Cost of phonics programme including resources and CPD for all staff £12,843.69</p>	<p>By providing maths, phonics and reading catch-up interventions for identified children, we expect to close the gaps in maths and reading.</p>
Access to technology	<p>'Pupil's and staff access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.'</p>	<p>Implementation of Google Classroom and set up of additional iPads for use by individual pupils, including during times of partial closure or bubble closure in school.</p> <p>Develop the use of software (SATs Companion and Mirodo) to support intervention work both in</p>	<p>SATs Companion subscription currently at no cost through LA scheme.</p> <p>Mirodo subscription cost £6/pupil – Y3 to Y5 £1200</p>	<p>By ensuring that pupils have access to quality maths and English practise at home which complements the learning pupils are doing in school, along with challenges and tasks set at individual pupil's level of learning, we are expecting the impact to be accelerated progress in maths and English.</p>

		school and at home.		
Supporting parents and carers	'Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.'	Provision of paper copies of remote education packs where IT access was an issue for parents and to support a blended approach at home. Google Classroom used on a daily basis along with Zoom/Teams weekly meetings with children. Pastoral Team and SEND TAs providing additional online support where needs are identified by school or through ongoing discussion with parents or external agencies.		Support access and engagement for all children and support a blended approach to learning, including those children and families identified as vulnerable.
Mental Health and Well Being	No mention in the EFF	Use the mental health strategies already implemented into the school ethos to support pupils and staff on the impact of Covid-19. Support through 'Blossom Suite' and Counselling and support staff to provide support for targeted pupils and staff Universal support using the existing training and strategies to support good mental health; following the policy and discussing concerns. Develop and enhance the outdoor learning provision to provide more opportunities for learning to be experienced beyond the classroom and access outdoor spaces on school	Outdoor activities day £785 Blossom Suite resources to support mental health and wellbeing £3548.78 Outdoor learning provision resources £4748.78	Pupils and staff feel supported during the transitional return to school after the impact of COVID-19 and build resilience to self-regulate mental health. Pupils and staff are self-aware and able to access resources/strategies to deal with mental health and well-being issues. The transition back to school life is smooth with an ethos of support where all pupils and staff feel able to know how to seek help if needed.

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*This document is produced in conjunction with the School Improvement Plan, Pupil Premium Strategy and Sports Premium Provision.