

High Meadow Community School Catch-Up Premium Plan 2020/21

Summary information

School	High Meadow Community School				
Academic Year	2020-21	Total Catch-Up Premium	£11,920	Number of pupils (exc. Nursery)	149

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 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 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

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](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

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.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

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

Targeted approaches

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

Wider strategies

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

Identified impact of lockdown

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of some lessons. Children still have an appetite for maths and lockdown has not affected their attitudes however some children are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.
Writing	Many children have lost the essential practising of writing skills. Handwriting has definitely declined with the largest impact seen in Year 1. Some SPAG specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown 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.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. Year 1 have shown the biggest decline in reading progress.
Non-core	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.
Social, emotional and self-regulation	This is one of the biggest areas of need identified. Some children have returned to school finding it difficult to manage their own behaviours, language and emotions. Some children have returned anxious and 'demanding of attention'. Some independent skills have definitely been lost and manners in a few has also declined.

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>For children to feel safe and ready to learn to on their return to school</p> <p>For the foundation subjects to 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.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, for manipulatives to be continue to be accessed regularly in Maths and EYFS.</p> <p>For Year one to have extra support as the appointed teacher resigned on Tuesday 1st Sept and did not work her notice.</p> <p>For spelling to have an extra focus as some children are mis-spelling many HF words</p> <p>For more home reading books to be available to allow for quarantine</p>	<p><i>Use of the two-week Recovery Curriculum from Jigsaw</i></p> <p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA (4 days supply cover)</i> <i>(£1000)</i></p> <p><i>Purchase additional manipulatives for EYFS/KS1 initially.</i> <i>(£500)</i></p> <p><i>Recruit temp Year 1 teacher until Xmas and undertake recruitment drive.</i> <i>Appoint extra teacher for Y1 to undertake phonics, reading and maths interventions (£1100 a week x 6 weeks = £6600)</i> <i>Use x2 supply TA's to support 2 children who are finding it difficult to self-regulate in class (£1000 a week x 6 weeks = £6000)</i></p> <p><i>Spelling challenges sent out weekly to recap on gaps identified</i></p> <p><i>More reading books purchased for EYFS and KS1 (£500)</i></p>		<p>SLT</p> <p>SLT</p> <p>SLT</p> <p>DH</p> <p>DH</p> <p>DH</p>	<p>Dec 20</p> <p>Feb 21</p> <p>Feb 21</p> <p>Nov 20</p> <p>Nov 20</p> <p>Ongoing</p>
<p><u>Teaching assessment and feedback</u></p> <p>For teachers to have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><i>Additional time for teachers and TA's to assess children individually.</i></p>		<p>SLT & teachers</p>	<p>July 21</p>

<p><u>Intervention programme</u></p> <p>For appropriate numeracy interventions to be actioned, supporting those identified children in reinforcing their understanding of basic maths skills and application of number.</p> <p>For appropriate writing interventions to be actioned, supporting those children who need scaffolding in constructing sentences</p> <p>To explicitly support the SEMH needs of the KS2 children</p> <p>To explicitly support the SEMH needs of the KS1 children</p>	<p><i>Catch up maths interventions delivered in the afternoon by TA's after identifying gaps from the day's lessons</i></p> <p><i>Think it, say it, write it, check it intervention strategy in small groups at least three times a week</i></p> <p><i>The after-school provision of Confident Kids for 15 children at a time, for six weeks, resulting in all 60 children receiving support by Spring B 2021. (£1200)</i></p> <p><i>Provide 1:1 support for those children finding the return to school difficult.</i> <i>Provide play therapy through Sycamore Counselling if required</i></p>		SLT	July 21
<p><u>Extended school time</u></p> <p>As there is only some evidence that shows that extending the school time can have a small positive impact, we will not be doing this. We will however, continue to offer Football Coaching in class bubbles.</p>			N/A	N/A
Total budgeted cost for targeted approaches				£1,200

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>For parents and children to have greater opportunities to access learning at home.</p>	<p><i>Additional online learning resources will be purchased, such as Reading Eggs to support children's reading at home.</i></p> <p style="text-align: right;">£1000</p>		SLT	Feb 21

Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs. £500		SLT	Feb 21
<u>Access to technology</u> For all Pupil Premium children to be able to access online learning For all teachers to have laptops that are equipped with webcams and microphones and the ability to access school-based resources from home. This will allow teachers to facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	Purchase 16 Kindle Fires to be loaned to all PP children £560 Purchase microphones for all teachers £250		SLT SLT	Feb 21 Feb 21
<u>Summer Support</u> N?A				
Total budgeted cost for wider strategies				£2,310
Overall total budgeted cost				£ 18, 110
			Cost paid through Covid Catch-Up	£11,920
			Cost paid through school budget	£6, 190