



## Arnold View Primary School

### Catch-Up Premium Plan

#### Summary information

<b>School</b>	Arnold View Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£24,880	<b>Number of pupils</b>	311 (FT) 26 (including F1)

#### DFE 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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programs</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers'</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>
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Identified impact of lockdown	
<p><b>Maths</b></p>	<p>Specific content has been missed, leading to gaps in learning and sequencing of journeys. Children still have an appetite for math's and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. Number formation is not embedded in KS1. Gaps have also been noted in shape, fractions, time and reasoning. In FS teachers have said they have not needed to adapt the curriculum but have had to start at a lower point, which is well below their age related expectations.</p> <p>All staff have noticed that stamina has reduced across school, in maths.</p>
<p><b>Writing</b></p>	<p>Whilst children haven't missed 'units' of learning in the same way as Maths, they have lost essential practicing of writing and embedding skills. Gaps in specific knowledge e.g. Handwriting is not at the place it would have been at this point in the year and EPS has suffered, leading to lack of fluency in writing, structuring writing and stamina for writing. Basic skills needs embedding further. Those who have maintained writing throughout lockdown seem to be less affected, however it is clear to see that they have missed out on teaching instruction for 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.</p>

<b>Reading</b>	Whilst children accessed phonics and reading during lockdown there has been a noticeable number returning to school working below ARE for this time of the year, particularly in EYFS (55% working at lilac BB) and KS1 (49% in Y1/67% in Y2 working below BB and 64% working below in Y1 and Y2 in phonics). Whilst reading books was more accessible for families, the impact less teacher input, is evident in children being less fluent in their reading and the gap between those children that read widely and those children who don't has increased. In house start of year data suggests that the bottom 20% of readers have been affected in reading and attainment at the start of the year is below expected.
<b>Non-core</b>	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.

**Planned expenditure** - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

<b>i. Teaching and whole-school strategies</b>				
<b>Desired outcome</b>	<b>Chosen approach and anticipated cost</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<u>Quality First Teaching</u>				
The foundation subject 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.	<b><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.</i></b>  <b>(£1000)</b>		K Br	Feb 21
Developing whole school approach to spelling in order to improve basics across school	<b><i>CPD for all staff (3 x twilights) spelling approach with Jason Wade</i></b>  <b>(£1600)</b>		HU/GR	Feb 21
Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports learning.	<b><i>Purchase additional manipulatives</i></b>  <b>(£1000)</b>		CJ	July 21
Develop a whole school mastery approach to improve the teaching of Maths.	<b><i>CPD from Maths Hub for Maths Coordinator to write an action plan, implement mastery lesson structure and introduce vocabulary. Release teachers for CPD</i></b>  <b>(£1500)</b>  <b>Purchase of additional subscription to WRM to support</b>		CJ	July 21
			CJ	March 21

Developing reading in EYFS and KS1 to improve phonics and support teaching.	<b>(£500)</b> <i>Purchase of more decodable reading books (at lower levels) to support with phonic focus for EYFS/KS1/Y3</i> <b>(£1000)</b>		HU	
<u>Teaching assessment and feedback</u>  Teachers 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.	<b>(£3000)</b> <i>Time given to assessment lead to review gaps in learning and identify interventions. Upgrade of Insight tracker and FFT for tracking assessments and setting targets across school. Extra TA time to carry out PM benchmarking in reading and support for extra phonic and reading intervention.</i>		KB  EB	July 21  Dec, March and July 21
<u>Transition support</u>  Children who are joining school from different settings or who are beginning their schooling with AVPS have an opportunity to become familiar and confident with the setting before they arrive.	<b>(£1000)</b> <i>A virtual tour of Arnold View is arranged and shared with all new-starters. Additional time is made to cover for staff to create video and transition materials and for the teacher to have a virtual meeting with their new starter. SENco time to meet with and work with parents of SEND pupils.</i>		AG/DB  EB	Ongoing
<b>Total budgeted cost</b>				<b>10,600</b>

## ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?

<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p><b>2 tutors to be appointed through NTP to work with identified pupils (1:3) from Y3 to Y6 x 3 days per week with a focus on reading and maths. Release time for staff to meet with and coordinate work.</b></p> <p><b>(£4000)</b></p> <p><b>Additional release time and training to support the delivery of the NELI. Additional PPE (screen) purchased to enable intervention across phases.</b></p> <p><b>(£1000)</b></p>		<p>DB/KB</p> <p>LW</p>	<p>Jan 21/May 21</p> <p>Feb 21</p>
<p><u>Intervention program</u></p> <p>An appropriate numeracy and reading intervention, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p> <p>Delivery of ELSA sessions to support well being sessions following</p>	<p><b>An intervention is identified and purchased. Staff within key stages are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</b></p> <p><b>(£1000)</b></p>		<p>CJ/HU/GR/EB</p>	<p>July 21</p>
<p><u>Extended school time</u></p> <p>Identified children are able to access a weekly catch-up club (1 hr per week). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.</p>	<p><b>An intervention is identified for pupils which staff lead after school to accelerate learning and help plug gaps.</b></p> <p><b>(£1500)</b></p>		<p>KG/LJ</p>	<p>Ongoing</p>
<b>Total budgeted cost</b>				<b>7500</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?

<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>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.</p>	<p><i>Additional online learning resources will be purchased, such as Serial MASH and Rising Stars to support children reading at home.</i></p> <p style="text-align: right;"><b>£1000</b></p> <p><i>Purchase of CGP books from Y2 – Y6 so that these are ready to distribute for all children. Stationery packs are to be prepared and set aside for children to take home when home-learning occurs.</i></p> <p style="text-align: right;"><b>£1450</b></p>		<p style="text-align: center;">DB</p>	<p style="text-align: center;">Feb 21</p> <p style="text-align: center;">Feb 21</p>
<p><u>Access to technology</u></p> <p>Teachers have laptops that are fit for delivering Remote education and equipped with webcams which allow staff to access school-based resources from home. Teachers can facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><i>Purchase of 9 laptops for teachers which will enable the existing stock of teacher laptops to be allocated to children isolating to support home learning.</i></p> <p style="text-align: right;"><b>£4000</b></p>		<p style="text-align: center;">DB/KP</p>	<p style="text-align: center;">Feb 21</p>
<b>Total budgeted cost</b>				<b>6450</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>24,550</b>