



Catch Up Premium Plan 2020-2021

Heritage Park Primary School

Summary Information					
School	Heritage Park Primary School				
Academic Year	2020-2021	Total Catch-Up Premium	£16,800	Number of Pupils	209
Guidance					
<p>In August 2020, the Government announced additional 'Catch-up' funding for schools. 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.</p> <p>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.</p> <p>As with all government funding, school leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. Our school has taken guidance from the DfE and from the Educational Endowment Fund (EEF), to decide how best to allocate funds to increase our pupils' progress.</p>					

Heritage Park Primary School received: £4,180 in October 2020, £5,620 in March 2021 and a final payment of £7,000 in June 2021, based on the number of pupils on roll during the October 2020 census.

Use of Funds (DfE Guidance)

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.

Additional guidance on the catch-up premium can be found here: <https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium>

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- High-quality teaching for all
- Pupil assessment and feedback
- Supporting remote education

Targeted approaches

- High-quality one to one and small group tuition
- Intervention programmes
- Planning for pupils with Special Educational needs and Disabilities (SEND)

Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Communicating with and supporting parents
- Access to technology

Identified impact of lockdown	
Writing	Children have lost essential practising of writing skills. For many children, punctuation and grammar skills have led to a lack of fluency in independent writing. Those who maintained writing through the lockdown have been less affected but, overall, children's lack of writing stamina and motivation has been evident.
Reading	Children have been unable to access the books in school during remote learning. At a significant stage of their development, children in younger years have had less access to books which match their phonological abilities. The gap between those children who read regularly at home and those who didn't has widened and those children who are more reluctant readers have found it hard to remain motivated, resulting in issues around fluency and comprehension skills. Children in Key Stage Two are less likely to read to adults, particularly when parents are juggling working from home alongside home schooling.
Maths	Some specific maths content has been condensed or adapted, leading to gaps in learning and a lack of sequencing in skills progression. Although videos were provided to support children, a number of parents reported that they find it harder to provide additional support, other than the video, particularly in older year groups. The speed and accuracy of recall of basic skills has reduced for many pupils, having an impact on all other areas of mathematics, including reasoning and problem solving. Additional time is having to be given to practising and reinforcing calculation strategies as many children are lacking confidence in this area.
Non-core	<p>Some units of work have been taught on a much reduced scale to that which would have been covered in normal circumstances. This has led to a gap in some pre-requisite skills and knowledge that may cause issues as the children attempt to make links between concepts and themes in the curriculum. Children have also missed out on some curriculum experiences such as trips, visitors, etc which would help to embed their knowledge and understanding.</p> <p>Those children who were already identified as working below the national standard, have been further impacted by partial school closures. There has been an increase in the number of children deemed to be vulnerable due to social and emotional issues.</p> <p>Children with SEND have not been able to access external assessments and specialists in the expected timeframes.</p>

Planned expenditure- The headings below are grouped into the categories outlined in the EEF's coronavirus support guide for schools

Teaching and whole-school strategies

EEF recommended strategy	Desired outcome	Specific implementation at Heritage Park Primary School	Cost	Timescales	Expected Impact
<p>High quality teaching for all</p>	<p>All subjects will be planned with consideration of how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced and children have access to regular basic skills teaching.</p> <p>Continued professional development in how to improve pupil outcomes through focused training.</p>	<p>Release time for teachers through additional PPA (25 afternoons x £80)</p> <p>Annual subscription to the National College online resources.</p> <p>Access to White Rose Premium resources and training materials. (Training on Concrete-Pictorial – Abstract, Bar Modelling and Thinking Through Variation - £535, Premium resources £99+£129)</p> <p>EYFS teacher and two NQTs release time to attend courses (9 x £90)</p> <p>CGP resources in reading, writing and maths, for all year groups.</p>	<p>£2,000</p> <p>£995</p> <p>£763</p> <p>£810</p> <p>£244.15</p>	<p>From Jan 21 to end of year</p> <p>December 2020</p> <p>May 2020 onwards</p> <p>Spring and summer term 2020 – 21</p> <p>November 2020</p>	<p>Gaps in knowledge and skills are accurately identified and addressed through teacher planning.</p> <p>Staff regularly update their training and use this to reflect on and adapt their classroom practice.</p> <p>EYFS teacher implemented Early Adopter Year for the Revised Framework.</p> <p>Subject Leaders have a clear understanding of lost learning and the impact of this on future teaching and learning.</p>

	Subject leaders to be given release time to devise a recovery plan for year groups which will be distributed to colleagues	Release time for subject leaders (16 x £190) Additional resources purchased to promote mastery in maths: protractors £25.98, 12 hour clock kit £69.90, large shapes £65.85, shapes £57.60, beadstrings £26.25	£3,040 £149.70	Ongoing throughout year. June 2021	
Pupil assessment and feedback	Teachers have a clear understanding of where there are gaps in learning both within their cohort and within their subject area and are given additional release time to analyse the results of formative and summative assessments. The findings of this analysis will impact on future planning. Termly pupil progress meetings held between class based staff and Senior Leadership Team (SLT).	PIRA and PUMA papers to be administered in Years 1 to 6. Cost of Year 2 and Year 6 papers included due to cancellation of SATs and the need to carry out standardised testing in these year groups. Spring and summer papers (£40.50 per class set, per test) Insight online assessment system	£324 £756	Spring and summer term 2020 – 21 November 2020	Use of assessments and question level analysis (QLA) to identify gaps in knowledge and understanding. This is used to inform planning. 1:1 and small group interventions carried out based on QLA.
Supporting remote education	High-quality, well planned remote learning will be accessible to all learners. Through digital technology, effective teaching elements will be used to provide context, explanations, scaffolding, etc. Access to technology will be supported via school resources. Weekly peer online sessions will be used to help motivate pupils and support wellbeing.	EdShed Online Annual Subscription Number Sense Annual subscription Hard copies provided to families as required. We Love Maths – booklets delivered to all year groups, to encourage non-screen based maths activities.	£263.75 £139 £209.50	December 2020 June 2021 January 2021	Children who are absent due to self-isolation are able to access high quality remote education. Access to technology is provided by school as required. Parents' survey on remote education provides positive feedback. Additional online

	<p>Feedback will be given promptly to support learners and staff will liaise closely with less engaged families as required.</p> <p>The remote learning offer will be kept under constant review and feedback from stakeholders will be sought and acted upon.</p>				<p>and paper based resources purchased are used to support pupils. SLT to reflect regularly on remote education offer and adapt as required.</p>
Targeted approaches					
One to one and small group tuition	Targeted academic support for identified pupils through high-quality teaching.	Readers Count teacher to carry out interventions on a one to one basis, with identified pupils	£6,503.71	Ongoing throughout year	Targeted interventions support children's learning in phonics and vocabulary. Feedback from these sessions provided to classteacher and SLT.
Intervention programmes	All children will access quality first teaching. Class based teaching assistants and teachers to make use of structured supporting resources to address specific needs, with clear objectives targeted to individual and small group gaps in learning and misconceptions.	'Shine' – online access to targeted intervention programmes (Rising Stars) annual subscription to be implemented by class based staff Pupil Premium and other identified pupils to continue to receive additional support with reading, spellings and/or times tables.	£600	June 2021	Teaching Assistants complete targeted interventions based on QLA and share progress with the classteacher. These will be timetabled effectively to ensure that other curriculum opportunities are not adversely affected. Provision Maps clearly identify support given and are used to monitor interventions

					overseen by SENCo.
Planning for pupils with Special Educational Needs and Disabilities (SEND)	Children with SEND are able to access remote education. Parents feel supported by class based staff and the SENCo.	At least weekly contact with children with SEND who are not attending school. Children with SEND invited to attend school during partial school closure. Additional resources provided to identified children to support PSP targets (delivered to home if required).	n/a	Ongoing throughout partial school closure	Provision offered to pupils with SEND supports attainment and mental wellbeing. All children with SEND are offered a place at school.
Wider strategies					
Supporting pupils' social, emotional and behavioural needs	Teachers to carry out handover meetings ready for the year ahead. These transition meetings will focus on discussions around the pupils' social, emotional and behavioural needs as well as their academic abilities and needs. Pupils' will be encouraged to discuss their experiences and emotions through regular PHSCE sessions and class assemblies.	Teachers to meet in lieu of a staff meeting. At least one PSHCE session a week to focus on issues arising. Needs of individuals and common threads of behaviour, etc discussed in staff meetings. Complete courses via the National College to support pupils' wellbeing and better	n/a (see cost for	End of summer term 2021 Ongoing	Staff understand the common issues nationally and within our school setting and have strategies to support these. Children are provided with regular opportunities to discuss and reflect on their emotions and feelings. Staff are aware of individual issues within the cohort regarding wellbeing. Pupils feel their emotional wellbeing is supported. Professional development is well targeted to support

		understand the impact of COVID. Teaching assistants to be released from class and teachers to complete in lieu of a staff meeting or supply provided by Deputy Head.	National College)		both pupil and staff wellbeing.
Communicating with and supporting parents	<p>Parents are informed of the curriculum coverage planned for the half term ahead.</p> <p>Parent Voice is gathered through online surveys and responded to.</p>	<p>Half termly curriculum newsletter, maths videos uploaded to Google Classroom in advance of teaching.</p> <p>Regular email and telephone communication as per the remote education policy.</p> <p>Optional additional education resources and packs available during holidays to support pupils' learning.</p>	n/a	<p>Beginning of each term</p> <p>Ongoing as required</p>	<p>Half termly newsletter sent to parents regarding curriculum.</p> <p>Parent survey results feedback to stakeholders and resulting actions completed.</p> <p>Staff adhere to the remote education policy.</p>
Access to technology	Pupils' access to technology has been an important factor affecting whether they can learn at home. The use of some of this technology will also be valuable to the pupils' and staff to support the curriculum when in school.	Additional Chromebooks and laptops have been sourced so that children can borrow these from school.	Sourced from DfE or via the Friends of Heritage Park Committee	December 2020	All pupils that require additional technology to complete their remote learning are able to access this via school.

Total spend: £16,797.81