



## Catch-Up Premium Plan

### Grange Park Primary School

Summary Information					
<b>School</b>	Grange Park Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£35040	<b>Number of pupils</b>	468

Guidance
<p>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.</p> <p>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>

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 programmes</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>

Identified impact of lockdown	
Writing	The opportunity to develop and practise writing skills. During lockdown learning we supported children to continue to develop their knowledge of age-appropriate grammar. Those children who evidently didn't write much during lockdown have struggled with their resilience and stamina for writing as well as their fluency to write applying the elements of grammar taught through lockdown.
Maths	Specific content has been missed. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.
Mental Health	Within our community our children have had very different experience of the pandemic and lockdown. For some children it has been a positive experience – getting to spend more time with family members and spending time doing things as a family – for others it has had a detrimental impact on their own and family members mental health – family covid related bereavements, significant declines in the mental health of our children and their families.

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?
<u>Supporting great teaching</u> The foundation curriculum will be planned with increasing detail and consideration for how prerequisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.  Quality first teaching ensures all children are challenged and reach their potential  Quality resources (including manipulatives in maths) are used to support quality first teaching / small group interventions	<i><b>Cornerstones Curriculum Maestro providing sequences of learning that can be supplemented by staff. Time saved in planning and resourcing can be spent on planning how to address gaps. - £990.00</b></i>  <i><b>White Rose Maths revised small steps planning White Rose Premium resources purchased. - £139.00</b></i>  <i><b>Maths manipulatives redistributed so that so that individual sets were created. Use wipeable screens so that reading books can still be shared.</b></i>	<i><b>Staff have improved their cross curricular links to enable pupils to see how their learning flows.</b></i>  <i><b>Maths deep dive showed that where children were able to use manipulatives fluency improved.</b></i>  <i><b>English deep dive showed that reading was being prioritised and children who had read less whilst during lockdown were closing the gap.</b></i>	LM / RM  JF  JF/ZM	Mar 21
<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.	<i><b>Cornerstones tests to be completed and gap analysis used to inform future planning.</b></i>	<i><b>Gap analysis has proven to be a useful tool in identifying gaps for pupils on their return to school following lockdown.</b></i>	LM/RM	July 21
<b>Total budgeted cost</b>				<b>£1,129.00</b>

<b>ii. Targeted approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<u>Small group tuition</u> Additional tutor employed through the NTP to support identified children in Year 3 to close gaps caused by lockdown. Children to receive 15 hours of tutoring (2 hours a week delivered in 30-minute sessions over 5 weeks) to support either Maths or Writing in groups of 1 to 3.	<b><i>NTP tutor employed through ABC supply agency - £3991.23</i></b>	<b><i>Pupils who worked with our tutor all became more confident learners and closed some of their gaps in learning.</i></b>	RM	July 21
<u>White Rose Maths</u> White Rose Maths provided revised small step unit plans to support the coverage of any objectives that may not have been fully covered during lockdown.	<b><i>Staff to follow small step planning and use class TA's to support targeted children.- £14,210.00</i></b>  <b><i>White Rose Premium resources purchased.</i></b>	<b><i>End of year maths assessment clearly showed which children had engaged and used the resources provided during lockdown.</i></b>	JF	July 21
<u>ELSA</u> Children with increased anxiety due to COVID and / or school closures have access to ELSA	<b><i>All classes to complete daily wellbeing (ELSA) check in with children first thing in the morning so that any worries / anxieties can be addressed quickly and flagged up with the appropriate staff if further support is needed.</i></b> <b><i>ELSA TA to complete both daily check in's and check out's with children identified as needing this support.</i></b> <b><i>Full time ELSA TA to support children 1to1 and small groups prioritising anxieties linked to the pandemic.</i></b>	<b><i>Daily wellbeing check ins meant that we were able to offer rapid support to any pupils who were identified with a need. Referrals were made to our mental health support worker and support is being given.</i></b>	LP	July 21
<b>Total budgeted cost</b>				<b>£18,201.23</b>

<b>iii. Wider strategies</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<u>Supporting Parents and carers</u> 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.  Stationary packs provided for those who don't have access to these resources at home.	<b><i>Purple Mash purchased to provide learning resources covering the wider curriculum. - £3095.00</i></b>  <b><i>My Maths purchased to support the delivery of Maths. - £339.00</i></b>  <b><i>Bug Club purchased to support reading at home. - £1151.38</i></b>	<b><i>Through Purple Mash we were able to add our own content, so all our remote learning content was accessible from one platform. It also supported pupils in completing some activities independently across the full curriculum. Engagement in activities on Purple Mash was</i></b>	IL  JF  ZM  NJ	July 21

<p>Personalised ELSA packs of resources provided for individuals identified as needing some extra support with their mental health / anxiety ...</p>	<p><b><i>EPIC log ins for all children to access both texts for pleasure, texts for parents to read to their children and texts set by class teachers to support specific learning themes. - Free</i></b></p> <p><b><i>Story Park used in EYFS to provide learning opportunities and ideas for parents.</i></b></p>	<p><b><i>good and staff were able to provide feedback to pupils on their submitted work. Staff could also monitor who was / wasn't completing work set.</i></b></p> <p><b><i>My Maths supported the 'teaching' of a lesson. My Maths was the closest online content we could provide which complemented My Maths, especially for families without printers who couldn't print the White Rose lesson activities.</i></b></p> <p><b><i>Through story Park EYFS staff were able to keep in regular contact with parents and carers and were able to share resources and ideas to support children's learning and development.</i></b></p>	<p>AC / DG</p>	
<p><u>Access to technology</u> All families to have access to an appropriate device which enables the access home learning.</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><b><i>Additional laptops purchased to provide families who have no ICT provision at home with a device to support home learning. - £9853.00</i></b></p> <p><b><i>Support families to apply for SIM free data to support access to online learning resources at home.</i></b></p>	<p><b><i>All families who were identified as needing support with laptop devices to access remote learning were loaned one during lockdown. For some families were able to support by providing a device for all pupils within the household from our school with a device. At one point we had over 60 laptops out on loan.</i></b></p> <p><b><i>No parents requested support in accessing free data upgrades.</i></b></p>	<p>LJ / RM</p>	<p>July 21</p>
			<p><b>Total budgeted cost</b> £14,438.38</p>	
			<p><b>TOTAL SPEND</b> 33,768.61</p>	