



‘STRIVING FOR EXCELLENCE’

Catch-Up Premium Plan

Nine Acres Primary School

(to be read in conjunction with the Pupil Premium Statement of Action)

Summary information

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| School | Nine Acres Primary School | | | | |
| Academic Year | 2020-21 | Total Catch-Up Premium | £15,920 | Number of pupils | 350 (as of April 2021) |

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 may 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

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|-----------------|---|
| Maths | <p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. As we follow and adapt the White Rose Schemes of learning, it is easy to identify the missed learning from the previous year. This has been addressed by adding in recap lessons which allows the teacher to cover missed key objectives, in order for the children to progress through the new content. These lessons have been weaved into the sequence of learning, where necessary. 'Catch up' interventions are taking place for some individuals who require additional support on these objectives led by both the teachers and LSAs across Year Groups.</p> <p>Children are still engaged with maths and lockdown has not affected their attitudes. Arithmetic remains strong so a continued focus on reasoning, alongside mathematical vocabulary is needed.</p> |
| Writing | <p>Children haven't necessarily missed 'units' of learning in the same way as Maths. However, some have lost essential practising of writing skills. GAPs 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 exceptionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. The school prioritised online teaching to be focussed on writing specifically- this has meant that the majority of children have accessed writing throughout the period of lockdown.</p> <p>Handwriting was really affected during lockdown. However, this is now back on track as expectations remain high. Writing interventions have been implemented across the school to try to close gaps and revisit basic sentence structures. The children also practise their grammar and spellings in a discrete lesson from Y2 upwards.</p> |
| Reading | <p>Children accessed reading during lockdown. This is something that was more accessible for families and reading books were sent home and regularly exchanged in EYFS, Y1 and Y2. 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. The bottom 20% of readers have been disproportionately affected.</p> <p>Reading is a priority this term with £1000 investment in new books, a book Vending Machine and weekly reading at home incentives.</p> |
| Non-core | <p>There are now significant gaps in knowledge – some selected units of work have not been taught/learnt/only covered at a surface level at home 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.</p> <p>A revisit to the planning of the non-core curriculum has been a priority for Curriculum Leaders alongside monitoring progress of those pupils who did not access this learning at home identified by class teachers' feedback. The adapted use of 'book club' has supported the children in their knowledge of subject areas missed.</p> |

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>The foundation subject curriculum 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. This will include the focus on technical related vocabulary.</p> | <p><i>Additional time for teachers and curriculum leaders to research and plan non-core subjects. Release time (ART) and additional cover will be required to facilitate the additional PPA.</i></p> <p>(£3000)</p> | | SB/GB | July 21 |
| <p><u>Teaching assessment and feedback:</u></p> <p>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.</p> | <p><i>Complete termly tests and record assessments on MARK to identify gaps in Reading. Baseline assessments undertaken in writing, reading and mathematics- time given for teachers to adapt planning as a result.</i></p> <p>(£1500)</p> | | ALL of ELT | July 21 |
| Total budgeted cost | | | | £4500 |

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><u>Reading:</u> Identified children will have significantly increased rates of reading fluency and understanding. They will be able to comprehend reading better as a result of being able to read at pace without exhausting their working memory decoding.</p> | <p><i>Additional release time and training to support the delivery of reading by Teachers and LSAs. Delivery as a result of data analysis from benchmark assessment in the different domains e.g. sequencing/summarise/inference</i></p> | | CT | Apr 21 |

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| <p>They will be confident readers and dips in reading attainment will be negated.</p> <p><u>Phonics:</u> Identified children in Y1, 2, 3 and 5 will have gaps in phonics knowledge, retention and application significantly reduced. As a result, the children will be more fluent readers and writers.</p> <p><u>Support for pupils with working memory difficulties:</u> Small group support weekly for pupils in Y2, 4 and 5 to link learning to make connections. The children will develop strategies to support their working memory and be able to identify links in their learning and to themselves. This will also support pupils' speech and language development.</p> | <p style="text-align: right;">(£3000)</p> <p><i>Additional release time and training to support the delivery of the reading by Teachers and LSAs. Delivery as a result of data analysis using phonics tracker from bench mark assessment</i></p> <p style="text-align: right;">(£1500)</p> <p><i>Release for specialist LSA support to deliver programme. Cost of additional LSA to cover class as high needs.</i></p> <p style="text-align: right;">(£10500)</p> | <p>Early feedback suggests that the pupils engagement in this group have increased, with many now taking control of their own learning experiences by directing them using transference of knowledge across the curriculum and relating to life experiences. The strategies used within the project sessions, brought empowerment and ownership of their learning to the child, who then by way of using visual prompts , developed their own mastery of skills in their learning. strategies such as motivational features (being included in the design aspect), supporting children to construct their own learning laths with information, personalised by their own lives-brining personalisation, collaboration to facilitate cognitive and social aspects of learning and the use of recounting and retelling how this 'learning links' to their own lives, fostered learning using other environments which are outside of the classroom.</p> <p>The project saw wider success in years 4 and 5 where children</p> | <p>AS/RP</p> <p>RP</p> | <p>Feb 21</p> <p>Dec 20/ July 21</p> |
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| <p><u>NELI:</u> 5 pupils from EYFS identified through assessment will access the NELI programme delivered by a trained adult. As a result, these pupils will make rapid progress in their 'communication' and understanding linking to their learning within the EYFS curriculum.</p> | <p>Release time for LSAS to undertake training in delivering NELI. Release to deliver NELI to pupils</p> <p>(£600)</p> | <p>had already started to develop an awareness of their own thoughts, feeling, needs and behaviours and more distinctively than younger peers, the ability to accept mistakes, self regulate and reflect upon it</p> | <p>RP</p> | <p>July-Sept 21</p> |
| <p><u>Extended school time</u></p> <p>Identified children are able to access a weekly catch-up club (1.5hrs per week) to support them in developing their Mathematics, Reading, Writing skills and stamina. The attainment of those identified children improves and the effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process. An additional sports club is run by the sports leader to support mental and physical wellbeing of those targeted children.</p> | <p>Teachers in Y5 and Y2 will identify children within the phase that require additional intervention. The cost of 5x teachers per session to ensure group size is small (x1 a week) and snacks for the children is made available.</p> <p>(£4000)</p> | | <p>BD</p> | <p>July 21</p> |
| <p><u>Summer School Provision</u></p> <p>Targeted pupils in Y5 will receive small group tuition from teachers through Summer School provision. Specifically, those pupils in receipt of FSM and identified as vulnerable by the school.</p> | <p>Cost of teachers to deliver the provision. Cost of Sports leaders to support the provision and wellbeing/physical activity.</p> <p>(£4000)</p> | | <p>BD/RMc</p> | <p>Sept 21</p> |
| <p>Total budgeted cost</p> | | | | <p>£23,600</p> |

iii. Wider Strategies

| Desired outcome | Chosen action/approach | Impact (once reviewed) | Staff lead | Review date? |
|--|---|--|----------------------|-----------------------------------|
| <u>Health and Wellbeing:</u> Children will access a tailored Sports curriculum from March 21 focussed on fitness, stamina and healthy eating. Pupils will become more physically active, mentally alert and lead healthier lives as a result. Targeted children will access a sports provision during the holidays to ensure they are staying physically active. | <i>Cost of Sports leaders to support the provision and wellbeing/physical activity further.</i> <i>(£3000)</i> <i>LA funded sports provision (Cost met with LA funding) Cost of sports provider for holiday provision providing a key adult of Nine Acres staff to support pupils and parental engagement</i> <i>(£1000)</i> | 49 targeted children attended the LA sports provision in Easter Holidays- Feedback from pupils and parents was extremely positive in engaging the children in active play and sports. Children responded that they would have been playing online games unless taking part. They felt they were more positive about activity and being outside their home environment. | SB/RMc SB/RMc | July 21 Apr/July 21/Aug 21 |
| Total budgeted cost | | | | £4000 |
| Cost paid through Covid Catch-Up | | | | £15,920 |
| Cost paid through school budget | | | | £16,180 |
| Total cost of additional Covid Catch-Up Support | | | | £32,100 |