



# Catch-Up Premium Plan

## Crestwood Park Primary School

Summary information					
<b>School</b>	Crestwood Park Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium Grant</b>	£17,200	<b>Number of pupils</b>	215

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 Year 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	
<b>Maths</b>	Children have missed particular units during the first lockdown and therefore have significant gaps in their knowledge and understanding. Some more able children have been able to quickly learn these skills and concepts, but many children (particularly the lowest ability children) are not only missing key knowledge but have also missed out on the daily and regular practise of key skills and have therefore become less fluent in some areas. The introduction of TT Rock Starts to our school some years ago has helped with the continuation of multiplication practise and children are keen to do this at home as it needs very little parental input. Other calculation skills have suffered more because this requires parents' understanding of the progression of methods we use in school.
<b>Writing</b>	The impact of school closures has impacted on writing in a different way. Children have suffered because of the lack of writing rehearsal and practise. It has been slightly easier to cover some of the missing genres in school, but it is clear that children have not physically written as much as home. More parents have struggled with this too as they are less confident in supporting children with the content of their writing. Spelling has been affected; this may be due to the increased use of computer software to create written pieces and these often have spell-check functions.
<b>Reading</b>	Children accessed reading materials to some degree during the lockdown however, since re-opening the frequency of children reading at home with parents has decreased dramatically. This may be partly down to the fact that parents now feel relief that children are back in school and that the onus on them to support their children's learning has significantly reduced. Our poorest children have been most affected by this as they largely come from non-reading households.
<b>Curriculum Study Units</b>	During the Lockdown in 2020, children have missed out on a large part of the Local Area Study curriculum study unit and the subsequent units planned for the summer term. They have now also missed out on the study units for Spring Term 2021. These units build on each other and are progressive in terms of knowledge and skills. Some objectives were introduced to children via remote learning but objectives taught in this area of the curriculum often require additional resources and knowledge that parents may not have access to. School closures have impacted considerably on the broad and balanced curriculum that children need and are entitled to.

**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>Children's 'word gaps' are reduced and poor progress with speech and language development is increased considerably due to the carefully planned teaching and learning by the Reception Class Lead.</p> <p>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 children's development towards their ELGs in number and shape.</p>	<p>Provide additional release time for the Reception Lead to investigate and embed S&amp;L specific T&amp;L strategies. Purchase resources linked specifically to developing speech and language in our youngest learners (e.g. Tales Toolkit)</p> <p style="text-align: right;"><b>(£2500)</b></p> <p>Purchase additional manipulatives for EYFS and KS1.</p> <p style="text-align: right;"><b>(£350)</b></p>		<p>AC</p> <p>GM</p>	<p>Feb 2021</p> <p>Feb 2021</p>
<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>Purchase and implement the extended assessment packs from White Rose Hub and Testbase.</p> <p style="text-align: right;"><b>(£550)</b></p>		LK	Feb 2021
<p><u>Transition support</u></p> <p>Children who have been away from school for some time have the opportunity to 'look' round school and feel less apprehensive about their return. Children who are joining school from different settings or who are beginning their schooling with Crestwood Park have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>A 360 interactive virtual tour of Crestwood Park Primary School is arranged and shared with current pupils and potential new-starters. Additional time is made to cover teachers so that they can have a virtual meeting with any new starters so that the child is confident in joining Crestwood Park.</p> <p>A member of the Pastoral Team is made available to speak to any new starters and children who are anxious about their return to school.</p> <p style="text-align: right;"><b>(£600+£2900)</b></p>		AC	July 2021
			<b>Total budgeted cost</b>	<b>£ 6,900</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1:1 tutoring</u>  Use of 1:1 online tutoring supports an increased rate of progress for identified children in maths.	Introduce the National Tutoring Programme (Third Space) to deliver one-to-one tutoring for 30 of our disadvantaged children in Years 4,5, and 6.  (75% funded through Catch-Up premium) (£2,400 + £780)		AC	March 2021
<u>Intervention programme</u>  The poorest readers in Years 3-6 are targeted so that gaps in phonic knowledge and understanding are identified. Additional intervention from teachers and Teaching assistants supports these children in making more than expected progress.	Release time for our Phonics Lead to train all Key Stage Two staff in phonics assessment and teaching.  (£1000)		GM	June 2021
<u>Extended school time</u>  Identified children in Upper KS2 are able to access a weekly catch-up club. The attainment of those identified children improves, and effect of lockdown is becoming negated.	Teaching staff are employed to work additional hours to support children who we have identified as most academically affected by school closures.  (£4000)		AC/AC	July 2021
			<b>Total budgeted cost</b>	<b>£8,180</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u>  Children have access to appropriate stationery (exercise books/ equipment/ dyslexia friendly resources and aids/ teaching tools (clocks etc) and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	Daily, weekly and personalised home-learning paper packs are printed and distributed for children where parents have requested this, or where children's SENDs require additional resources.		GM/AC	Feb 21
	Additional workbooks (CGP and White Rose) are purchased and distributed, giving children high quality resources to supplement their home learning packs.  <p style="text-align: right; color: red;">£370+£220+£200= £790</p>		LK	Feb 21
<u>Access to technology</u>  Additional Chromebooks in school mean the maximum number of eligible children can take part in the National Tutoring Programme.	10 additional Chromebooks are purchased to allow 30 eligible children to access online tutoring as part of the National Tutoring Programme.  <p style="text-align: right; color: red;">£3000</p>		AC	April 2021
<b>Total budgeted cost</b>				<b>£ 3,790</b>
			<b>Total</b>	<b>£18,870</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£17, 200</b>
			<b>Cost paid through school budget</b>	<b>£1,670</b>