

Catch-Up Premium Plan

Summary information					
School	Ainsdale St Johns				
Academic Year	2020-21	Total Catch-Up Premium	£16480	Number of pupils	209

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
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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.

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

Teaching staff and senior leaders have carefully identified how the impact of lockdown has affected individuals and groups of children in each class. Each year group has their own particular issues and therefore it is hard to generalise. Teaching staff are implementing strategies to address the key issues in each class.

We have identified key issues that are evident across the school.

Identified impact of lockdown – Core areas – knowledge – skills – confidence.	
Maths	<p>Knowledge - Children appear to have retained an understanding of place value and the basic skills of addition and subtraction. However, they are struggling in more complex areas of multiplication and division. Topics that are covered later in the year - those not taught by teachers last year- such as fractions will need additional time and careful planning. Number fluency is a weakness - children have forgotten basic number facts and tables facts. Children are struggling when having to switch between contexts and different representations of mathematics. Knowledge of basic mathematical vocabulary is not as strong as it was.</p> <p>Confidence - Children have required or asked for additional support when tackling new concepts. They are over reliant on adult help and struggle to demonstrate resilience when tackling problems.</p> <p>Skills - Children in general have found it difficult to think deeply about mathematical ideas and struggle to discuss ideas in detail using accurate mathematical vocabulary.</p>
Writing	<p>Knowledge - We have noticed that the youngest children have ‘forgotten’ how to write particular sounds and construct sentences. Older children have struggled to remember key vocabulary and grammar terms such as the eight parts of speech; how and when to use punctuation. Extended writing tasks have had to be scaffolded. Children have limited vocabulary when trying to express themselves. Spelling skills are not as advanced as would be expected.</p> <p>Skills - In younger children fine motor skills are not as advanced as they could be and letter formation is poor. Handwriting skills and presentation skills have suffered. Children have forgotten the correct style and posture.</p> <p>Confidence - The children lack the stamina (both physical and mental) to write extended pieces.</p>
Reading	<p>Knowledge - Having assessed the younger children it is evident in the main they are at least 4 months behind where they would be. Progression through the Read Write Inc scheme halted in March - assessments in September have ensured children have been placed in new groups. Some older children have needed extra work on comprehension, fluency and expression. In some cases, particularly older children, we have needed to rekindle a love of reading.</p>
Non-core Routines Pupil dispositions	<p>Clearly, children missed the 2020 Spring and Summer term curriculum leading to gaps in knowledge and understanding. We are therefore offering a full range of foundation subjects. At the start of topics, it has been necessary to remind the children the key elements of the subject eg reminding the children what Geography is.</p> <p>Children have had to adjust to the new routines in school. Some parents reported that the children were extremely tired by the end of the day.</p> <p>We have noted that the gap has increased between those children who were extremely conscientious during lockdown and others who were less able to complete home learning tasks. Some children have been emotional when entering school - but once in class they have been fine.</p>

Behaviour has generally been good but we are noting that the children require additional reassurance and support when working on problem solving exercises. Children are less independent. Younger children have not mastered basic skills; some children are over reliant on adult help when organising themselves.

Some children have had to be reminded to focus - they seem to have lost that work ethic they had prior to Covid.

Some children have lost physical capacity and their strength and stamina is not what it was.

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 and how they will be measured.	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u> EEF Recommendation</p> <p><i>Prioritising high quality instruction in the classroom setting has new-found logistical barriers, but the principles of great teaching remain unchanged. Our recent review of the evidence on ‘Special Educational Needs in Mainstream Schools’ found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies are key components of high-quality teaching and learning for pupils.</i></p>	<p><i>Thinking School Approach Cost £2627/year over one year.(to include support from Ged Murphy and Thinking Matters membership)</i></p> <p><i>Thinking Matters (TM) is at the forefront of developments in evidence-informed approaches to learning and teaching. The TM consultant (Ged Murphy) will work with school leadership and teaching staff.</i></p> <p><i>The TM’s Consultant will provide advice and support as we seek to develop independent thinkers and learners by creating a culture where the common use of metacognitive tools and strategies are consistently implemented across the whole school community. We have the ambition to become a thinking school:</i></p> <p><i>“... an educational community in which all members share a common commitment to giving regular, careful thought to everything that takes place. This will involve both students and staff learning how to think reflectively, critically and creatively and to employing these skills and techniques in the co-construction of a meaningful curriculum and associated activities. Successful outcomes will be reflected in students across a wide range of abilities demonstrating independent and cooperative learning skills, high levels of achievement and both enjoyment and satisfaction in learning. Benefits will also be shown in ways in which all members of the community interact with and show consideration for each other and in the positive psychological well-being of both students and staff.”</i></p> <p><i>The work of TM is underpinned by the following general principles:</i></p> <ul style="list-style-type: none"> <i>o Student-centred</i> <i>Student-centred models are needed for improving thinking; student-centred here means that metacognitive tools and strategies are taught to and used fluently by students.</i> <i>o Inclusive</i> <i>There is an underlying belief that all students can think, that thinking capacity can be improved and that all learners have innate abilities to think in a variety of ways.</i> 		<p>PH AH</p>	<p>Feb 21</p>

<p>Having deep subject knowledge and a flexible understanding of the content being taught is clearly important.</p>	<p><i>o Evidence-informed</i> <i>Educational practice and policy are established on a robust evidence base of research and enquiry. o Progress-focused The acquisition and development of metacognitive strategies and intelligent learning behaviours leads to more effective learning if it is integrated into content planning.</i></p> <p><i>o Commitment of the whole school community to:</i></p> <ul style="list-style-type: none"> - use a common language of thinking and learning; - make thinking and learning explicit; - aspire to nurture independent thinkers and learners. <p><i>Subject leader support for the teachers in developing their subject knowledge.</i></p> <p><i>Providing time for subject leaders to further enhance and share subject knowledge.</i></p> <p><i>Specific SLP training in subject areas.</i></p> <p><i>Staff Release Time Cost - 3 supply days at £202.58 per day, total £607.74</i></p> <p><i>Subject Leader support Time- 1 day of supply at £202.58</i></p> <p><i>In Maths teachers are using NCETM and White Rose planning to break down the sequence of learning into small connected steps that gradually develop the concept. Teachers are pre teaching ideas that would have been covered in the previous year.</i></p> <p><i>In English, KS 1 teaching staff will focus specifically on the systematic teaching of reading using the Read write Inc scheme. KS 2 staff will focus on the teaching of reading skills through specific guided reading sessions.</i></p>			
<p><u>Teaching assessment and feedback</u> <u>EEF Recommendation</u> High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils’ progress, particularly as they re-establish classroom routines and recover any learning loss.</p>	<p><i>NERF Costs Three terms of tests - Reading, Spag, Maths, Total cost for NFER £1452</i></p> <p>School will invest in and use NFER tests to ascertain which children would benefit from further interventions.</p> <p>Detailed diagnostic tests will inform whole class initiatives as well as identifying certain children who need additional help.</p> <p>In the Autumn term the children will complete the NFER tests from the Summer term. Age standardised scores will be used as a baseline.</p> <p>In Maths White Rose termly and end of unit assessments are being used to identify how well children have mastered the topics.</p>		<p>PH KH CH</p>	

<p>Schools may also consider how they assess pupils' engagement with school and their well-being. This may prove useful diagnostic information, whilst also support establishing new habits and behavioural routines.</p> <p>Whole-school planning that focuses on high-quality teaching requires the support factor of sustained professional development.</p> <p>Areas such as effective remote teaching may need to be revisited in professional development, thereby ensuring effective remote curriculum provision should unplanned school closures occur.</p>	<p>Class teachers will identify those children who appear to have suffered most and who are struggling to re engage with school. Effective diagnostic assessments such as the use of verbal questions, short answer quizzes and multiple-choice questions etc. will be used to precisely diagnose gaps and help identify what learning has been forgotten due to extended absence from the classroom and material that hasn't been learnt properly.</p> <p>Class teachers will access the DFE Ready To Progress documents and the NCETM guidance/lessons linked to these to plan a structured timetable which meets the needs of the children. Staff will be mindful of the advice from the NCETM's Primary Director, Debbie Morgan is: 'You can't possibly teach everything. So prioritise core areas of maths: those things that will make the most difference.'</p> <p>Pass Survey Costs £200</p> <p>WE will use the PASS surveys to ascertain particular individual issues and support children once we gain a clear understanding of their attitudes to self, teachers, school attendance, their general work ethic, learning capability, confidence in learning, their behaviour, their motivation and will to persist.</p> <p>The school will provide training for staff on the remote curriculum. This will focus on an analysis of what is considered to be high quality remote learning and what is best practice.</p> <p>The school will devote time to mastering skills to support home learning - the use of google classroom; recording and uploading youtube videos.</p> <p>There will be a focus on using the most effective procedures to ensure the children are able to access learning in the event of a whole school or class bubble having to work from home.</p> <p>Additional equipment will be provided to those children who cannot access the remote learning – google chromebooks and also wifi routers.</p>			
<p><u>Transition support</u> <u>EEF Recommendation</u></p>	<p>Staff development time and additional time in the Summer and Autumn terms will be devoted to an enhanced transition process.</p>		<p>All Staff</p>	<p>Oct 20</p>

<p>As most children will change teachers in September, valuable transition information will need to be supplemented with a sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs.</p>	<p>This is particularly important for those children moving on to secondary school and also those starting in Reception. Time will be spent on providing zoom meetings for parents of the Reception children and the children themselves so they are familiar with their teachers, routines and expectations. Class teachers will meet with previous class teachers to discuss individuals . The Senco will meet with all class teachers to discuss individuals, their particular needs, and support plans. Individual Sen children will receive an enhanced transition and be allowed to visit school prior to the Autumn term. This is to be repeated following any lockdown through 2020-21</p> <p>Teachers will work on establishing clear routines and outlining expected behaviours. This will reassure all children and adults that they will be safe and secure when attending school. The school will devote additional time to supporting social and emotional skills, liaising closely with parents and carers. The PSHE scheme One Decision will support this.</p> <p>Particular emphasis will be placed on supporting staff to deliver the Recovery curriculum. This will focus on the ideas presented by Barry Carpenter. Teachers will adopt a humane and compassionate approach which addresses and embeds the essential elements of relationship community, metacognition and space.</p>			
Total budgeted cost				£5089.32

ii. Targeted approaches				
Desired outcomes and how they will be measured	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>EEF To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. Schools should therefore explicitly plan for how to best manage relationships with external tutors and ensure that staff have time to influence how these sessions are used and to receive appropriate feedback from tutors and from participating pupils.</p> <p>Tuition delivered by qualified teachers is likely to have the highest impact.</p>	<p>Additional TA costs Rec , Y2, Y5 Total cost: £11887.54 Additional costs of equipment and resources £ 589</p> <p>Reception - Additional TA time (4days/week) to deliver speech and language programmes and support the development of early language. Additional TA time to cover the absence of colleagues. Year 1 - Teaching assistant employed to support a child with health care needs. This TA also works with a small group supporting the teaching of early Read Write Inc programme. Additional support in place should Year 2 - Differentiated Read write Inc groups - Small group work. Additional maths time in the afternoon supported by additional hours for a TA Year 3 - Additional Read Write Inc lessons for 6 children identified as requiring extra support with phonics. Mighty Mathematicians - additional 10 minutes/day intervention on key number facts exploring the story of teen numbers and developing number fluency. Year 4 - Additional teacher relocated to support children during core subjects one day/week. Spring 2021 – additional TA employed to support children with additional needs. Some of the Covid premium used to pay for this.</p>			<p>Feb 21</p> <p>Feb 21</p>

<p><u>Bespoke tuition purchased through the National Tutoring Programme</u></p> <p>The National Tutoring Programme is a government initiative to support these pupils through heavily subsidised tutoring from approved Tuition Partners like Third Space Learning.</p>	<p>Year 5 - Small group tuition in Year 5 four mornings each week. Additional Teaching Assistant time – 3 days/week to support children.</p> <p>Year 6 - Children supported by two teachers three mornings/week. Intervention and small group work.</p> <p>Third Space 1:1 Maths tuition. Additional costs of tuition £1031.25</p> <p>Third Space provide tuition for children who require more focused maths support to help them progress when they return to school.</p> <p>We have chosen children who have struggled to make progress when working at home and children from disadvantaged backgrounds who may have had fewer opportunities for learning throughout school closures.</p> <p>The online one to one maths tuition programmes are designed to identify and plug individual pupil gaps, and to help re-engage pupils with their learning through weekly online one to one maths lessons from specialist maths tutors.</p> <p>Pupils learn with the same tutor each week. Regular Lessons are chosen to plug individual knowledge gaps across the Year 1-6 curriculum, plug gaps in learning, develop confidence and enjoyment of maths.</p> <p>We have identified (the maximum number) of 15 children who are working below or just at expectations in years 4-6.</p>			
<p><u>Intervention programme</u></p> <p>EEF - Some pupils will require high quality, structured, targeted interventions to make progress. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored.</p>	<p>Purchase of interventions - £1319</p> <p>Intervention programmes bespoke to each year group. Potential cost of supply staff when training.</p> <p><i>Reception have signed up to the NELI programme. This is a free programme but it requires training staff in the delivery.</i></p> <p><i>Oral language skills form a crucial foundation for thinking, learning and social interaction. Children’s oral language ability during their early years is one of the strongest predictors of success in literacy and</i></p>			<p>July 21</p>

<p>EEF - the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a 'best bet' and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils. Schools should adopt one or two well-chosen, and well-implemented, TA-led interventions, judiciously used to complement and extend class-based teaching and learning.</p>	<p><i>numeracy and later employment and wellbeing. The Reception Nuffield Early Language Intervention Programme (NELI), through several robust EEF trials, has been shown to improve children's oral language and early literacy skills.</i></p>			
<p><u>Extended school time</u> We have considered this and decided that it is not an approach we want to adopt.</p>				Ongoing
Total budgeted cost				£13795.54

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>EEF it is clear that planning to support families and the necessity for the ongoing support of, and communication with, parents and carers is vital.</p> <p>Such support will enable parents and carers to feel fully competent and able to help their children at home.</p>	<p>We ensure we invest in strong relationships with parents. Senior leaders maintain contact with children who are forced to isolate from school.</p> <p>We will support parents by providing clear guidance on what will happen in the event of school closures or pupil absences. We are providing support packs on how to use google classroom and how to access different sites such as TT Rock Stars and Spelling shed.</p> <p>We are working on a differentiated approach to supporting pupils - helping those Sen and other children who need additional physical materials.</p> <p>We will be ensuring home learning is purposeful, achievable and well monitored by staff. We recognise some families are unable to access home learning through</p>			<p>Feb 21</p> <p>Feb 21</p>

