



Catch-Up Premium Plan

Grove Street Primary School



Summary information					
School	Grove Street Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£22,800	Number of pupils	345 including Nursery & 2s

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 from FS2 to Year 6.</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 curriculum expectations for the next academic year.</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 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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Think Piece: A Recovery Curriculum

Think Piece: A Recovery Curriculum: Loss and Life for our children and schools post pandemic.

Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University, UK; Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire, UK

“When the children return to school there needs to be a Recovery Curriculum in place. Suddenly daily routines have evaporated and with it, any known curriculum framework. No more rushing to get the school bag ready and running out of the door to begin the journey to school. For most children their daily goal in going to school is not just to learn but to see their friends and to feel a sense of self-worth that only a peer group can offer. You cannot underestimate the impact of the loss of that social interaction. It is as key to their holistic development as any lesson. Human beings are fundamentally social creatures, and the brain grows in the context meaningful human to human interaction. What will the children be making of this period of non-attendance? What worries will they have because grown-ups have now stopped them going to school indefinitely?”

“Anxiety is a cruel companion. It eats away at the positive mental health of the child, and can cause a deterioration in their overall well-being. The anxious child is not a learning child. Mood swings may prevail; they can become irrational and illogical. There can be a loss of sleep; the cumulative tiredness can diminish the child’s coping mechanisms.”

“In response to the weight of loss our young people will have experienced, what are our levers of recovery? Many of us will focus on the recovery of lost knowledge, but this does not recognise the scale of impact. If we consider the definition of a relevant curriculum as the ‘daily lived experience’ we must plan for experiences that provide the space for recovery.”

“We suggest the Recovery Curriculum is built on the 5 Levers, as a systematic, relationships-based approach to reigniting the flame of learning in each child. Many children will return to school disengaged. School may seem irrelevant after a long period of isolation, living with a background of silent fear, always wondering if the day will come when the silence speaks and your life is changed forever. Our quest, our mission as educators, should be to journey with that child through a process of re-engagement, which leads them back to their rightful status as a fully engaged, authentic learner.”

- **Lever 1: Relationships** – we can’t expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.
- **Lever 2: Community** – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.
- **Lever 3: Transparent Curriculum** – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.
- **Lever 4: Metacognition** – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.
- **Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue.** It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations

Identified impact of lockdown

Maths

All children have missed spring/ summer term maths topics.

- F2 – children are showing a lack of knowledge of number rhymes and songs

	<ul style="list-style-type: none"> • Year 1 – multiplication, division, fractions, time, money • Year 2 – shape, fractions, time, measure, statistics, money • Year 3 – fractions, time, shape, measure • Year 4 – decimals, money, time, statistics, shape • Year 5 – decimals, percentages, shape, measure • Year 6 – shape, statistics, measure, ratio, proportion – moved to Year 7 • Many year groups have missed topics such as; shape, time, measure, money, statistics • The largest regression in subject knowledge was seen in upper Key Stage 2
Writing	<ul style="list-style-type: none"> • All children missed summer term spelling patterns and revision of year group common exception words • Many teachers have commented on a regression in children’s handwriting and presentation skills • Children have displayed a significant regression in stamina for writing • KS1 teachers have found children to have reduced fine motor control and pencil grip strength • The largest regression has been seen in FS and KS1
Reading	<ul style="list-style-type: none"> • There will be those children that will have read regularly (daily) and others who will not have read at all during the lockdown • Children may not have been supported with regular phonics input • KS1 teachers have found children’s phonic knowledge has regressed during lockdown • KS2 teacher have found children’s fluency, speed and stamina in reading has decreased • All teachers have found a drop in children’s comprehension skills and ability to engage with the text • All teachers have seen a drop in children’s vocabulary knowledge
Spoken Language	<ul style="list-style-type: none"> • Limited expressive language in Foundation Stage • Children struggling to articulate ideas • Reduced listening skills • Reduced awareness of appropriate tone in more formal conversations
Non-core	<ul style="list-style-type: none"> • Teachers have seen a drop in children’s fitness levels • Subject leaders have identified curriculum gaps – knowledge & skills in foundation subjects.
Social and Emotional	<ul style="list-style-type: none"> • Teachers have seen a regression in resilience • Previously good peer relationships in KS2 have declined due to overuse and inappropriate use of social media and technology • Good routines, such as bed time, have lapsed and children are tired when in school • EYFS, KS1 and KS2 teachers have seen an increase in oppositional and defiant behaviour

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 related whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>High quality teaching for ALL...</u> <u>Supporting great teaching:</u></p>	<p>Whole school</p> <ul style="list-style-type: none"> • Additional teaching groups • All children assessed using RWI diagnostic reading & phonics test and STAR reader assessment • Additional timetabled daily reading • Use of White Rose catch up materials • 3 weeks games and fun activities to build pupil confidence and recap basic skills and prior learning. • Use of 'Small steps' and 'Common misconceptions' as a direct pre-teach aspect of the lesson following 'Power Ups'. • Streamlined curriculum to be utilised and key aspects to be taught to aid in catch up. • Vocabulary walls • Relevant and specific learning packs for isolating children • Student teachers across the school to enable small group focused teaching <p>Foundation Stage</p> <ul style="list-style-type: none"> • Signed up to NELI (Speech and Language intervention) through government catch up tuition funding • EYFS ELSA based in classes • RWI phonics groups in Reception • All- Basic counting skills (5 principles of counting) Daily opportunities threaded throughout the sessions. • Nursery- Number of the month to start exploring 1, daily counting opportunities focusing on 1:1 correspondence and relearning number names up to 5. Daily maths meetings as soon as possible. • Number of the moment, daily counting into the routine, daily maths lessons with a focus 		LW/ SLT	

	<p>on subitising to ensure pace can pick up quickly. During transition time to speak to parents about the expectations at the end of EYFS for maths and supply a support pack for home.</p> <p>Year 1 and 2</p> <ul style="list-style-type: none"> • RWI phonics groups in Reception • Additional phonics sessions • 1:1 phonics • Small group additional reading daily • Additional handwriting in afternoon • 2 x ELSAs <p>Year 3 and 4</p> <ul style="list-style-type: none"> • RWI / Pathways ability groups • Maths ability groups • Additional TA for reading • ELSA <p>Year 5 and 6</p> <ul style="list-style-type: none"> • Additional TA for RWI Freshstart • ELSA 			
<p><u>Effective diagnostic assessment...</u> <u>Teaching assessment and feedback:</u></p>	<ul style="list-style-type: none"> • Baseline completed by end of September • FFT Pupil tracker • RWI Diagnostic phonics & reading assessments (baseline then every 6 weeks) • STAR reader assessments • Power Maths assessments 		LW/CH/JB	
<p><u>Supporting remote learning...</u> <u>Ensuring equity of access for all:</u></p>	<ul style="list-style-type: none"> • PMc & HK Online learning leaders for KS2 & EYFS/KS1 respectively • PMc & HK to have access to all classes in their key stages on Dojo to monitor the quality of the remote learning • Parents/families already accessing class dojo and confident using it, including dojo portfolios • Teachers and TAs confident using class dojo and aware of who to approach if not (PMc & HK) • Training given to staff on the use of Class dojo portfolio and the use of different apps to support. 	<ul style="list-style-type: none"> • Online Learning Leaders, HT, AHTs & Teachers to monitor Class Dojo portfolios to assess who has completed the tasks. • Teachers to complete weekly (supportive) phone calls to those who haven't engaged. • Weekly ELSA visits to vulnerable families not in school. • EYFS & KS1 encourage 	PMc/HK	

	<ul style="list-style-type: none"> • Regular emails and updates to all staff with DfE guidance from LW • Teaching staff given time out of class to plan, teach and film remote learning. Working in Year group pairs. One teacher teaching KVV, one supporting home learning. • Home learning packs can be updated and collected weekly (at agreed timeslots to ensure social distancing) if extra resources re needed for the teaching or if they need replenishing. • Teachers set work which is appropriate and accessible at home, extra resources added to work packs if required e.g Y2 adding cut out money resources to support maths. • Individual feedback and support given via Class dojo portfolios • Parents able to contact teachers throughout the day for support. • A whole school plan to have pre-recorded lessons due to our school location/ socioeconomic status and many families sharing devices. • Individual lesson feedback given to work submitted on class dojo portfolios • Teachers following EHCP or individual learning plans as required. • Wellbeing activities promoted through the whole school dojo page and class pages. • Weekly check in phone calls to those not engaged in learning- offering support • RWI Online learning portal providing video lessons for every band and aspect of phonics, reading and writing • National Online Safety registration and training for all staff, parents and governors 	<p>parents who are struggling to complete all learning to prioritise Read, Write, Inc.</p>		<p>£1500</p> <p>£ 500</p>
<p><u>Focusing on professional development...</u> <u>Supporting great staff:</u></p>	<ul style="list-style-type: none"> • Supportive leadership team with 'open door' policy. 		<p>LW / SLT</p>	

	<ul style="list-style-type: none"> • Staff encouraged to take regular breaks to support wellbeing. • Regular (socially distanced) update briefings to share news and address issues/concerns led by LW • All staff have completed National Online Safety Training • National College subscription for staff to access a wide range of CPD • RWI training & weekly development sessions • RWI training portal • Staff Wellbeing portal (stress management, mindfulness etc) • PPA / Remote learning – teachers can work from home 			<p>£500</p> <p>£600</p> <p>£1500</p>
<p><u>Transition support...</u> <u>Welcoming new starters:</u></p>	<ul style="list-style-type: none"> • EYFS children attended with their parents during specific time slots across the week to ensure small numbers and social distancing. This provided an opportunity for parents to talk 1:1 with class teachers, EYFS Lead, HT and SENDCo. 	<ul style="list-style-type: none"> • Feedback from parents was extremely positive, they valued the time to talk about their child as an individual with the teacher, EYFS Lead, HT and SENDCo • Staff felt they gained a greater insight into each child and their families • The majority of children settled very quickly 	LW/JD/SC HK/SMc	
Total budgeted cost				

ii. Targeted academic support				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>High quality 1-to-1 and small group targeted support (Teacher or TA) Intervention programme</u></p>	<p>2 year olds & Nursery</p> <ul style="list-style-type: none"> • Bespoke Communication & Language programme <p>Reception</p>		JB/SMc/LW	

- 1:1 RWI (additional to group sessions) for bottom 50%
- Bespoke Communication & Language programme
- NELI

Year 1

- **Bottom 20% of Year 1 readers**

These children will receive additional 1 to 1 each afternoon, to accelerate phonics acquisition. Families will be asked to support their progress through home-learning.

- **Year 1 Red/Green Group readers**

These children will receive additional 1 to 1 each afternoon, to accelerate phonics acquisition and bring them closer in-line with the Purple readers who they are grouped with for the morning RWI lesson. Sarah Ellison will deliver this.

- **Year 1 Ditty Readers**

Rotate this group of readers across the afternoons, giving 1 to 1 as frequently as possible.

- **Year 1 additional afternoon whole class lesson** Both classes will run a 5-10 minute speed sounds lesson, based on Set 2 sounds from 12.50p.m, delivered by the class teachers.

Year 2

- **Bottom 20% of Year 2 readers**

1 to 1 teaching to these children, after they've taken part in the additional phonics afternoon class lesson.

- **Year 2 additional afternoon whole class lesson**

Both classes will run a 5-10 minute speed sounds lesson, using the PSC February 2020 Excel grids to select the special friends and accompanying words most in need of practice. If practicable, the Year 2 children will be set for this for even finer tuning of sounds. Once the postponed PSC is completed in Autumn 2, this afternoon lesson will focus on story words for building word reading

	<p>fluency, beginning with Yellow and moving on to Blue band.</p> <p><u>Year 3 & 4</u></p> <ul style="list-style-type: none"> • Bottom 20% of Year 3 & 4 readers Additional afternoon reading with the teacher daily. Reading Specialist TA to teach afternoons, small groups using reading recovery / RWI techniques in addition to engaging and high quality texts to promote reading for pleasure. • Bottom 20-50% of Year 3 & 4 readers Reading Specialist TA to teach afternoons, small groups using reading recovery / RWI techniques in addition to engaging and high quality texts to promote reading for pleasure. <p><u>Year 5 & 6</u></p> <ul style="list-style-type: none"> • Bottom 20% of Year 5 & 6 readers Additional afternoon reading with the teacher daily. FreshStart Specialist TA to teach Freshstart, 1:1 / small group using RWI techniques in addition to engaging and high quality texts to promote reading for pleasure. • Bottom 20-50% of Year 5 & 6 readers Additional afternoon reading with the teacher daily. FreshStart Specialist TA to teach Freshstart, 1:1 / small group using RWI techniques in addition to engaging and high quality texts to promote reading for pleasure. 			£14600
<u>Planning for pupils with SEND... Intervention programme</u>	<ul style="list-style-type: none"> • Small group support for SEND children within each year group • 1:1 support as necessary 		JD	
Total budgeted cost				

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents/carers with pupils of different ages... effective communication with the wider community:</u>	<ul style="list-style-type: none"> • Parents regularly updated by class dojo, this is both the class page and school dojo 		CS/ LW	

	<p>page- parents have the ability to message teachers, HT and SLT at any time.</p> <ul style="list-style-type: none"> • LW, CS & CH to update families on dojo to DFE changes if required • AM is in the office and able to support parents and signpost to messaging on class dojo if required. . • Additional information provided for parents via letters, email, texts, website • ELSA support • Individual Home/ School phone calls for all parents • Survey Monkey to listen to parents/ carer's concerns • Delivery of work packs when necessary • Delivery of food parcels and weekly visits from the ELSA team to support parents and families • Wellbeing activities promoted through the whole school dojo page and class pages 			
<p><u>Ensuring access to technology...</u> <u>Enabling all learners equal access to the provision:</u></p>	<ul style="list-style-type: none"> • School applied for laptops, routers and sim contract data extensions for all families who have requested or require this • Laptops sent to families who required them • All families able to access the home learning packs • Teachers are encouraged to have a balance between online and offline activities • Vulnerable children allocated places in KVV bubbles 		PMc / HK	£200
<p><u>Supporting pupils' social, emotional and behavioural needs...</u> <u>Whole school recovery curriculum/SEL curriculum:</u></p>	<ul style="list-style-type: none"> • Recovery curriculum – more detailed information, actions and impact • Contextual information sheets for all teachers with brief safeguarding info to ensure staff are aware of any DV / family issues. From Jan 2021 these will include RAG rating for engagement with home learning to ensure support is provided for every child 		CS/ LW	

	<ul style="list-style-type: none"> • Provide more opportunities for children to talk about their experiences • Early PPM to discuss MHWB and highlight children who would benefit from ELSA support either in groups or 1:1 • MHSTs to support an audit of the mental health and wellbeing needs of children to identify and deliver support for the right children at the right time • Ensure that there is a high focus on creating a safe environment • MHSTs to support in development of a “wellbeing curriculum” to help all members of school community to feel safe, trusting of the new environment around them and ready to learn • Create ‘safe spaces’ for children to talk about their experiences • Ensure that all children have access to ‘trusted’ adults to listen and are able to respond effectively. ELSAs in each key stage. HT, AHTs & SLT on hand to support children’s emotional / behavioural needs • All staff, on their return to school, to receive safeguarding briefing on how to respond to disclosures • Be aware that it may take some children a long time to disclose or reveal any abuse • Some, may be revealed through changes in behaviour and other indicators 			
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Total budgeted cost		
	Cost paid through Covid Catch-Up	£22,800
	Cost paid through charitable donations	0
	Cost paid through school budget	