



## Catch-Up Premium Plan

### Tysoe CE Primary School

#### Summary information

<b>School</b>	Tysoe CE Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£9,600	<b>Number of pupils</b>	115

#### 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

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

<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are below expected generally.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
<b>Writing</b>	<p>Children haven't missed 'units' of learning in the same way as Maths, however they 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 additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
<b>Reading</b>	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. 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. Comprehension skills not decoding is the main area of concern for the older children.</p>
<b>Non-core</b>	<p>There are now significant gaps in knowledge – whole units of work have not been taught 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>

**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><b><u>Supporting great teaching:</u></b> Enhance quality first teaching across the school so that barriers related to Covid 19 and absence from school are negated.</p> <p>The foundation subjects 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.</p>	<p>Whole school CPD on CLPE</p> <p>Training for subject leaders from ECM</p> <p>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</p>			
<p><b><u>Teaching assessment and feedback</u></b></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>Comparative Marking (No More Marking)</p> <p>Purchase additional reading books.</p> <p>Maths manipulatives</p> <p>CGP revision guides to support remote learning as necessary and closing gaps in learning</p> <p>Implement Testbase years 1-6, baseline for EYFS. Complete termly tests and record assessments on O Track to identify gaps an on Insight to track performance.</p>			
<p><b><u>Transition and emotional support</u></b></p> <p>Children who are joining school from different settings or who are beginning their schooling with Tysoe have an opportunity to become familiar and confident with the setting before they arrive.</p> <p>Develop a balance of well-being and learning to ensure all children are assessed for emotional capacity as well as academic needs.</p>	<p>A 360 interactive virtual tour of the school is arranged and shared with all new-starters. App costs.</p> <p>Additional Nurture sessions timetabled. <b>Costs for TA3 time redirected to Nurture provision TA3 PPA cover now covered by Aspire Sports</b></p>			
<b>Total budgeted cost</b>			<b>£2900</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>
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading and writing fluency.</p> <p>They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and any dips in reading attainment will be negated.</p> <p>Spelling patterns taught in direct sessions will applied in writing across the curriculum.</p> <p>To close the gap with non PPG children</p>	<p>CGP workbooks Training and delivery of Precision Teaching, Rapid Reading, Rapid Writing</p> <p>Additional TA for KS1/KS2 intervention groups</p> <p>Additional phonics support for F/KS1 Booster for Y6 Spring Term</p> <p>No Nonsense Phonics</p>			
<p><u>Intervention programmes</u></p> <p>An appropriate numeracy intervention supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p> <p>Appropriate literacy intervention supporting children with developing stamina and fluency in writing and addressing gaps in grammar, punctuation and spelling knowledge.</p>	<p>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data). Classroom Secrets Learning by Questions</p> <p>CLPE training. Rapid Write. No Nonsense Spelling and Phonics</p>			
			<b>Total budgeted cost</b>	<b>£5400</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>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.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p> <p>Enhanced IT and telephone provision will enable pupil/teacher interviews whilst visitors are not permitted in school hence ensuring parents understand their children's achievements and targets for improvement.</p>	<p>Oak Academy Lessons and BBC lessons which have been developed just for the lockdown continue to be developed and enhanced.</p> <p>Additional online learning resources will be purchased, such as CGP Catch up to support children reading and writing at home.</p> <p>Daily English and Maths lessons, usually from Hamilton Trust and CGP. Learning grid provided covering ideas for each subject.</p> <p>One Drive- All children now accessing one drive with access to emails, activities and games. <b>All children have access to Teams.</b></p> <p>Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</p>			
<p><u>Access to technology</u></p> <p>During the catch-up provision, children can access additional devices so that they can utilise through discrete teaching, reading fluency and independent online activities if isolation is required.</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>Support provided as needed to families with children isolating. School hardware available if necessary. iPads to be made available if necessary.</p> <p>Laptops and cameras purchased through school budget to support staff facilitating online Collective Worship while in school and remote learning where necessary.</p>			
<b>Total budgeted cost</b>				<b>£ 1300</b>

	Cost paid through Covid Catch-Up	£9600
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