



## GUSTON CHURCH OF ENGLAND PRIMARY SCHOOL

### Catch-Up Plan

Summary information					
<b>School</b>	Guston Church of England Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£12,300	<b>Number of learners</b>	150

### Guidance

Learners 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 learner basis, providing each mainstream school with a total of £80 for each learner 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 learners 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
- Learner 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>A) Maths</b>	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. These gaps in learning further exacerbated by a significant change in many learner's attitudes to learning. Therefore, generally learners are behind. Recall of basic skills has suffered – learners are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. See T1 assessments for percentages at ARE.
<b>B) Writing</b>	Learners have missed specific teaching of certain genres and SPaG elements in the same way as Maths. They have also lost essential practising of writing skills. SPaG specific knowledge has suffered, leading to lack of fluency in writing. The few learners that 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. See T1 assessments for percentages at ARE.
<b>C) Reading</b>	Learners accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, key skills of inference and deduction were not accessed during lockdown due to the nature of the style of activities required; such as discussion etc. Learners are less fluent in their reading and the gap between those learners that read widely and those learners who don't is now increasingly wide. See T1 assessments for percentages at ARE.
<b>D) Other Subjects</b>	There are now significant gaps in knowledge – whole units of work have not been taught meaning that learners 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. Learners have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.
<b>E) Learning Behaviours</b>	With 6 months out of school, many of the learners have returned with poor concentration skills. Listening and attention skills are limited and basic resilience to complete tasks is a real challenge for some.
<b>F) Social Skills</b>	Lockdown reduced learner's interaction with each other for a long period of time and many of the interactions they were having were done remotely via gaming platforms. This has resulted in many learner's ability to co-operate and negotiate social situations being limited; we are seeing poor social interaction, lack of empathy and increased aggression.
<b>G) SEND learners</b>	For some areas of need it has been much more of a challenge for parents to support learning and they will have had some periods of time without access to specialised interventions they would have been receiving in school. They have also not been supported by specialist NHS services such as Community Paediatrics, Speech and Language therapy, occupational therapy and counselling
<b>H) Disadvantaged</b>	Access to technology was limited for some learners therefore paper resources were provided. Whilst we maintained telephone contact this was not the same as routine feedback opportunities other learners had.



## Age Related Expectation Summary Report

Y2, Y3, Y4, Y5, Y6 - All Pupils (103 pupils)

17 November 2020

Aut1 2020-21

103 pupils	Below	Risk	At	Above	Significantly Above
Reading	36 (35.0%)	22 (21.4%)	34 (33.0%)	10 (9.7%)	1 (1.0%)
Writing	50 (48.5%)	25 (24.3%)	14 (13.6%)	14 (13.6%)	0 (0%)
Mathematics	43 (41.7%)	31 (30.1%)	14 (13.6%)	15 (14.6%)	0 (0%)

Key: Number of Pupils (Percentage)

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)						
TEACHING AND WHOLE SCHOOL STRATEGIES						
Desired outcome	Chosen approach and anticipated cost	Time	Cost	Impact (once reviewed)	Staff lead	Review date?
Supporting great teaching:						
The foundation subject 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. <b>D</b>	<b>Additional time for Subject Leaders to research and plan non-core subjects. Staff meeting time will be required to facilitate this work.</b>	T3	5 x days £900	Subject leaders identified the areas missed in lockdown and those which required priority in terms 5/6. Subject leader skills and knowledge grids were updated in the shared area with the coverage as taught in school, at home or missed. This information fed back to staff and implemented in planning for terms 5/6. Development day planned for June 2021 to plan 21/22 as whole school.	AHT JW	
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 learners conceptual understanding. <b>A</b>  All staff are using appropriate manipulatives to support concepts.	<b>Purchase additional manipulatives for EYFS/KS1 initially.</b> <i>Numicon Packs A and B</i> <i>Numicon Training</i>  <b>Deanes (big box)</b>  <b>CPD for Maths resources to support concepts. Use of video clips as a resource</b>	T2    T3	£680 £99  £180  2 x days £360	Manipulatives purchased across the key stages and year groups.  CPD being explored for Autumn '21 (Training in T6 was fully booked)  Additional manipulatives have been purchased for Maths for SEND learners.	Maths Lead SK	
SPaG is taught systematically and robustly across all year groups ensuring progression. <b>B</b>	<b>Additional time for AHT to co-ordinate approaches and coverage.</b> <ul style="list-style-type: none"> <li>• Get Spelling</li> <li>• Spelling made Easy</li> <li>• Purple Mash</li> <li>• Classroom Secrets</li> </ul>		2 x days £360	Whole school approach to spelling and grammar agreed ensuring progression. CPD delivered.	AHT JW	
All teaching staff and support staff are confident in the teaching of Reading across the school. <b>C</b>	<b>New staff receive Big Read training</b>	T3		Review of reading after lockdown.	AHT JW	

				<p>Whole school approach to reading written up and shared.</p> <p>CPD for all teachers on teaching the Big Read.</p> <p>NQT CPD – modelled teaching.</p> <p>Monitoring of teaching Big Read and feedback to individual teachers.</p> <p>Age standardised screens have been repeated to identify learners that need additional support due to lower progress or regression from previous assessments.</p>		
<p>The school are able to appropriately support all learners in developing a mindful approach to their emotional needs and social skills as well as supporting their mental health <b>E &amp; F</b></p>	<p><b>Invest in Jigsaw, The mindful approach to PSHE.</b></p>	T3	£2000	<p>Jigsaw has been purchased and the launch of units are supported by assemblies from DD.</p> <p>TT delivered Wellbeing training as part of INSET for return to school. A range of resources are available on the network for mindfulness breaks: mindful minutes, stress busters.</p> <p>Staff planning and observation shows all staff using meditation and breathing well in Yoga sessions throughout the school.</p> <p>CL (Mental health Champion) and TT have completed first of three training session in resilience from the NHS Kent Resilience Toolkit. The assess stage has been completed to identify gaps and actions for September’s action plan.</p>	HT DD	
<p><b>Teaching assessment and feedback</b></p>						

Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning. <b>A, B &amp; C</b>	<b>Explore Purple Mash facilities to identify gaps in knowledge in Maths. JW Release time</b>	T2	1 x day £180	Purple mash CPD undertaken.	AHT JW	
<b>Total budgeted cost</b>					<b>£4480</b>	

<b>TARGETTED APPROACHES</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Time</b>	<b>Cost</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<b>1-to-1 and small group tuition</b>						
Learners in KS2 that require language support are able to access targeted interventions. <b>A, B &amp; C</b>	<b>Purchase Speech Link Junior</b>	T2	£450	Junior Language Link offers a national standardised test. Short term access purchased to screen individuals that are making slower than expected progress. 13 learners, 16% of key stage 2 have been screened and 6 of these have been given specific language targets.	AHT TT	
Learners in need to receive focused and targeted catch up support	<b>DD and TT released from teaching commitment</b>	T3	£4,800	Acceleread is an EEF identified effective intervention for supporting the improvement in spelling in learners with persistent literacy difficulties. 12 week trial with a Year 5 learner 1:1 for 20 minutes a day is nearly completed to assess impact for roll out to other learners. Year 1 higher ability learners are receiving stretch phonics daily from AHT. Reading between the lines has been delivered as a group and individual intervention to support comprehension skills of inference.	DD/TT	

				Individual Toe by Toe resources have been purchased and are in use for 5 pupils that are significantly behind and making slow progress in reading. ELSA/Wellbeing sessions are being run for 8 learners within the school to improve self-esteem, sense of self, naming and controlling feelings.		
<b>Intervention programmes</b>						
An appropriate numeracy intervention, supports those identified learners in reinforcing their understanding of basic maths skills and application of number. <b>A&amp;G</b>	<p><b>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).</b></p> <ul style="list-style-type: none"> <li>• Collins Secure Maths Books – Y1 - Y6</li> <li>• Maths Frame.co.uk – iPad compatible games</li> <li>• Catch-Up</li> <li>• Purple Mash</li> </ul>	T3	<p>£840</p> <p>£450</p>	Talk maths identified and shared JW. This is an area for school improvement focus for 2021/22	Maths Lead SK	
<b>Extended school time</b>						
Identified learners are able to access a weekly catch-up club (1.5hrs per night). The attainment of those identified learners improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process. <b>A, B &amp; C</b>	<p><b>Club to target Purple mash games</b></p> <p><b>Arts and crafts</b></p> <p><b>Socials clubs</b></p>	T3		Social sports clubs organised for all year groups	SLT	
					<b>Total budgeted cost</b>	<b>£6550</b>

WIDER STRATEGIES						
Desired outcome	Chosen action/approach		Cost	Impact (once reviewed)	Staff lead	Review date?
<b>Supporting parents and carers</b>						
Learners are confident to access learning at home and parents are able to support them. The aim would be to afford the learners greater independence and increasing the likelihood that parents can sustain home-learning. <b>A, B &amp; C</b>	<b>Home learning workshop for parents – Purple Mash, TT Rock Stars this will enable learners to have greater opportunities to access learning at home.</b>	T3	<b>2 x days £360</b>	Majority of learners accessed the online learning throughout the second lockdown. Lessons taught virtually, vulnerable learners in school or targeted online for one to one teaching through zoom.  Feedback overwhelmingly positive from both parents and children. Significant barrier for parents was time available to support their childrne.	SLT	
Learners have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of learner/parent to navigate the online learning. <b>A, B &amp; C</b>	<b>2-day home-learning paper packs are printed and ready to distribute for all learners. Stationery packs are to be purchased and set aside for learners to take home when home-learning occurs.</b>		<b>£200</b>	SEND pupils have been identified on a separate plan and appropriate support put in place that included 1:1-4 ratio teacher/TA led interventions. (See separate SEND doc)		
<b>Access to technology</b>						
Appropriate technology is purchased to support disadvantaged learners to access learning t home in the event of Bubble closure. <b>G</b>	<b>Cost up wiping towers donated by NH-S and additional licences needed for home learning.</b>	T2	<b>£700</b>	Computers donated by a local firm have been made available for use at home on request. DFE issued laptops were available for loan at lockdown, and continue to be available.	DD/TT	
Additional iPads to be available for use for targeted interventions <b>A, B, C, G &amp; H</b>	<b>Purchase additional iPads</b>	T3	<b>£2000</b>	Learners with EHCPs have been allocated an iPad for support work on Speech and Language, literacy and numeracy activities. A range of apps for supporting children with dyslexia have been requested for the ipads. These will be monitored in SEND class observations in term 6.	DD	

	<b>Total budgeted cost</b>	<b>£2,700</b>	
	<b>Total budgeted cost</b>	<b>£13,730</b>	
	<b>Total budgeted cost from COVID catch up</b>	<b>£12,300</b>	
	<b>Cost paid through school contributions</b>	<b>£1,430</b>	