



# Catch-Up Premium Plan Sandhurst Primary School



## Summary information

<b>School</b>	Sandhurst Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£49,000	<b>Number of pupils</b>	646

## 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 quality first teaching and learning
- ☐ Pupil assessment and feedback
- ☐ Transition support between key stages

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 quite simply, 'behind'.</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 necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. 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. EAL children will require even further support since the models of spoken English that they experienced during lockdown, may not have been fluent, impacting on their ability to write fluently and with necessary grammatical knowledge. Within the EYFS poor fine motor skills have been identified as an issue requiring support.</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, some children are less fluent in their reading and the gap between those children that read widely and those children who didn't has widened. The areas needing greatest focus are comprehension skills and ensuring that children have a deeper understanding of what they are reading. Also, EAL catch-up, ensuring that younger children have additional support to catch-up with missed phonic learning and for older EAL children there is additional support around, story language, vocabulary and comprehension skills</p>
<b>Non-core</b>	<p>During the Summer Term, remote learning provision across the wider curriculum was limited. This means that there will be gaps in knowledge where children have missed some/most expected learning in topics. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. However, the school has prioritised key components of the wider curriculum. The foundation and PSHE curriculum will continue to be taught in half-termly topics, but teachers have worked hard to issue that the key skills and knowledge are explicitly taught, in the most creative and engaging ways to ensure children are quickly drawn into learning and gain a deep knowledge in these subjects.</p>
<b>Emotional and Wellbeing</b>	<p>Children's experiences from March have varied dramatically. School is aware of many of the adverse experiences but the impact of these may not be initially seen. Some children have found the transition back into full time school challenging and have needed extra support as a result. Children's emotional well-being and mental health have been prioritised. Additional training has been provided during school INSET and some staff meetings. Social and emotional aspects of learning (SEAL) have been prioritised in classroom curriculum time. Within the EYFS many there are a significant number of children with known additional needs and due to the time out of school there are others with previously unrecognised/undiagnosed needs who require support.</p> <p>Well-being resources for children and families are available on the school website and Itslearning.</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><u>Supporting quality first teaching and learning:</u></p> <p>The gap is reduced between children with additional needs who are working below expectation and have fallen further behind during the pandemic, and their peers.</p>	<p><b>Additional SEND support staff in specific year groups (yrs 1, 2, and 6) to support children with additional needs/EAL but without an EHCP, who have fallen behind.</b></p> <p style="text-align: right;"><b>(£33,094)</b></p>		GF/AL SLT	Feb 21
<p><u>SEAL support</u></p> <p>To support and improve attitudes to learning and behaviour of all pupils, and in particular those with Social, Emotional and Mental Health needs.</p>	<p><b>Additional well-being support both across the school to include additional play therapist support and specialist SEAL TA and mentoring support</b></p> <p style="text-align: right;"><b>(£11,655 + £3,683 play therapy = £15,338)</b></p>		Inclusion Team RD, JB, AL, AC, GF, CT, LL, AW, SG	Ongoing
			<b>Section 1 cost</b>	<b>£ 35,000</b>

**ii. Targeted approaches**

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have a significant improvement in their attainment for reading, maths and writing.</p>	<p><b>Following observations and tracking analysis Teachers/TAs to offer 1:1 or small group tutoring sessions to identified children.</b></p> <p><b>Some LAC children offered after-school tutoring</b></p>		AL/JB	Feb 21
<p><u>Intervention programme</u></p> <p>Following analysis of December assessment point data, SMART intervention strategies are implemented successfully across KS1/2 with significant improvement to attainment outcomes.</p>	<p><b>Additional support for identified children in Year 3 for phonics</b></p> <p><b>DSR to continue to support the development of reading comprehension strategies in KS2</b></p> <p><b>Treating for maths to cater for the very wide range of abilities and to plug specific gaps</b></p> <p><b>Additional teacher running Year 6 reading and writing groups for EAL and disadvantaged children</b></p>		FA AC/GF RB JB	Feb 21

	<p><i>Identified support staff from across KS1 to receive high quality training to enable them to deliver effective phonic and Ruth Miskin rapid catch-up strategies.</i></p> <p><i>Half-term tracking of data and impact of RM catch-up.</i></p> <p style="text-align: right;"><b>(£2000)</b></p>			
<b>Section 2 cost</b>				<b>£8,000</b>

<b>iii. Wider Strategies</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>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><i>Home learning will be posted on our learning platform, ItsLearning. The login details for the children are the same as those that they use at school. It is accessible on all devices including phones, tablets and computers. Most of the learning will not need to be completed online but it will be activities that can be completed away from the computer. There will be video and written instructions that are accessed online and if a bubble closes the teachers will instruct the children through a daily Zoom meeting with the class. If children do not have access to the internet then a paper pack will be provided.</i></p>		TK	Feb 21
<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><i>Stationary packs, including exercise books, sent out to all children for remote learning. Home-learning paper packs are printed and ready to distribute for identified children (e.g. SEND).</i></p> <p style="text-align: right;"><b>£1,500</b></p>		JB/AL	Feb 21
<p><u>Access to technology</u></p> <p>In school, children have access to technology to support learning with additional online resources and activities.</p>	<p><i>44 devices from government funding can now be used by the children to support the curriculum. They can be leant to parents to support home-learning when needed.</i></p>		TK	Feb 21

				<b>Section 3 cost</b>
				<b>£ 1,500</b>
			<b>Total cost</b>	<b>£51,932</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£49,840</b>
			<b>Cost paid through school budget</b>	<b>£2,092</b>