



Catch-Up Premium Plan

Galley Hill Primary School

Summary information					
School	Galley Hill Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£17,440	Number of pupils	263

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
<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

Identified impact of lockdown

Maths	<p>Where children have missed units of work and where there was varied interaction with the home learning provided during the first national lockdown, children do not have the level of deep learning and understanding of processes that we would expect them to have for their chronological age. In addition, children have not been recalling and remembering knowledge and facts enough and this further hinders their understanding as the cognitive load can be too great.</p> <p>Arithmetical proficiency has had an impact, meaning that reasoning, making links and being able to use and apply arithmetical knowledge has suffered. The speed of recalling key facts is also something which has suffered. This is key to build confidence in maths and ensure that there is not a cognitive load that is hindering progress.</p> <p>There are 'gaps' in subject knowledge, as content and concepts need to be taught for the units that were not taught in school from March. This is having an impact in the delivery of the curriculum and adapting it to ensure that there is a coherent sequence of lessons to 'catch up' with the amount of curriculum required by the end of Key Stages.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Children's stamina for writing has been significantly diminished. 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 engage with home learning tasks have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. As a result, the children's writing is behind where they would be expected to be for their chronological age.</p> <p>The majorities of strategies in place last academic year have shown they have been retained in most year groups, with a slight decline for where the children should be for this time of year due to stamina, tiredness and lack of some coherence in sentence structures.</p>
Reading	<p>Whilst many children accessed reading at home, the disparity between what children read and how often has created gaps within cohorts. Children currently in Year 1 and 2 did not access phonics over the period when not in school, and although those who returned in June were able to access some phonics, this was at class level rather than targeted and did not support the children who did not return. 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. The bottom 20% of readers have been disproportionately disadvantaged and the impact of lockdown has effected them the greatest.</p>
Non-core	<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. Overall the wider curriculum has suffered significantly. It is not possible to complete and catch up the missed curriculum for all children in school with the amount of time missed from school. Therefore, it is important to consider the skills and knowledge that were not covered and plan and sequence the curriculum in such a way that the children's learning in the wider curriculum can be supported effectively. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>
Emotional and Wellbeing	<p>Children's experiences from March will have varied dramatically. School are aware of many of the adverse experiences but the impact of these may not be seen initially. Children's return to school has also been incredibly successful and so this may also be masking underlying concerns. It is important to stay vigilant and be prepared to support the children's emotional and mental wellbeing.</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	Staff lead	Review date?
<p><u>Supporting great teaching:</u></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. Geography and History booklets to embed knowledge and ensure teaching strategies and reading are embedded</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA. Workbooks with Pedagogy and Rosenshine Principles to ensure effective teaching and learning strategies are embedded in the design of all lessons/</i></p> <p style="text-align: right;">(£1000)</p>	<p>Coherent learning to ensure there is no cognitive overload, with memory retention and retrieval embedded throughout all lessons, ensuring skills and processes are embedded.</p>	AM	Feb 21
<p>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</p>	<p><i>Purchase additional manipulatives for EYFS/KS1 initially.</i></p> <p style="text-align: right;">(£500)</p>	<p>Development of mathematical concepts aiding arithmetical proficiency.</p>	ND	Feb 21
<p><u>Teaching assessment and feedback</u></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><i>Purchase and implement the Rising Stars National Test-style Standardised Assessments suite. Complete termly tests and record assessments on MARK to identify gaps an on Insight to track performance.</i></p> <p style="text-align: right;">(£950)</p>	<p>Standardised test to be part of a package of robust assessment of gaps in learning</p>	AM	July 21
<p><u>Reading books</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Galley Hill have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>Reading - Children will have access to books, texts, fiction, non-fiction to ensure that a love of reading is embedded as part of learning behaviors, which will have an impact on the whole of the curriculum. Reading skills will be focused on throughout the academic year, through reading lessons, as well as the wider curriculum (History and Geography booklets with 300-500 words to read per lesson) Reading comprehension strategies focus on the learners' understanding of written text.</i></p> <p style="text-align: right;">£8,997.41</p>	<p>Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves. On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to</p>	AM	Ongoing

		<p>pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. The EEF has published guidance on improving literacy in Key Stages 1 and 2. Improving Literacy in Key Stage One can be found here and Improving Literacy in Key Stage Two here.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://www.mixcloud.com/tes-theeducationpodcast/podagogy-season-6-episode-2-comprehension-with-professor-jane-oakhill</p>		
Total budgeted cost				£ 11,447.41

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency and prosody. 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 dips in reading attainment will be negated.	<i>Additional release time and training to support the delivery of the reading fluency project. Books purchased above, for whole school, will also be used for supporting these groups</i> £750	Gaps in learning diminished	LBA	Feb 21
<u>Staff</u> Additional teaching hours attributed to year groups to support teaching, learning and transition.	<i>EYFS additional hours to support transition Additional support in KS1 and KS1 Apprentice Level 3 Teaching Assistants to help support Emotional Wellbeing and support learning behaviours throughout school</i> £1000	Learning behaviours are embedded in Autumn term. Social and emotional wellbeing of children is continually monitored to ensure they have an ear to hear them throughout the year.	AM	Ongoing
Total budgeted cost				£1,750

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact	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>Additional online learning resources will be purchased, such as TTRockstars, Spelling Shed to support children at home.</p> <p>Resources and equipment ready for children to take home with at least 2 weeks' worth of supplies</p> <p style="text-align: right;">£500</p>	<p>Key skills are supported at home as well as in school – ensuring any gaps are addressed and supported.</p> <p>Children can learn at home if needed.</p>	AM	Feb 21
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</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>140 Laptops/chromebooks for children to use at home, as well as in school. They are to be used to further support online access to resources for the children accessing extended school time. They can also be lent to parents to support home-learning if needed.</p> <p style="text-align: right;">£19,458.60</p> <p style="text-align: center;">(£7505 paid through CC-UP + £6000 from Friends of Galley Hill +1 £5,953 school funds)</p>	<p>Children can learn at home if isolating, bubble closes. Families do not need to worry about sharing devices. Teams will ensure that daily maths and English lessons as well as other subjects being resourced and supported for home use. Technology will be embedded in the curriculum.</p> <p>Staff can work from home if needed to support learning.</p>	AM AM	Feb 21 Feb 21
<p><u>Summer Support</u></p> <p>NA</p>				
Total budgeted cost				£ 19,958
Cost paid through Covid Catch-Up				£17,440
Cost paid through charitable donations/FOGH				£6,000
Cost paid through school budget				£9,703

COVID catch up funding – Appendix 1

The COVID catch up fund, as previously mentioned, is designed to support schools in catching up the lost learning from the pandemic. However, the funding provided does not adequately balance the needs and requirements needed to keep the school open.

In order to keep schools safe, clean and fully open for children, many measures have had to be put in place. These measures are outside of costs normally spent by schools and so there are significant supplementary budget costs which are being spent.

At Galley Hill Primary School, we know that the best way for the children to learn well and for the learning to have the most impact, is for the children to be taught by their class teacher in their classroom in the school environment. Every effort has been made to ensure that the children have the right resources to learn well, and that the classrooms and whole school environment have been made as safe as possible. The longer we can keep the school open and not close bubbles, the bigger impact we can have on 'catching up'.

To highlight the additional costs for schools in maintaining high levels of cleanliness and resourcing, the (approximate) costs have been added below:

Additional Measures	Cost
Cleaning hours	£6000
Cleaning materials <i>Sanitiser, soap, disinfectant, towels,</i>	£7000
Heating costs <i>Heating on for longer due to ventilation, hot water due to increased hand washing</i>	£1000 <i>Dependent on weather</i>
Individual resources	£1000
Supply teacher <i>2 weeks supply in case of isolation</i>	£2000
Supply TA <i>2 weeks supply in case of isolation</i>	£1200
Total Cost	£15000 + any additional supply costs/

Supply costs are impossible to predict at the current time, but could range up to and beyond the amount given for catch up funding.

The purpose of this appendix is to highlight that whilst the catch up funding is vital for schools, the reality is that schools are spending out on other things in many ways which have not needed to be covered before and would not necessarily have been budgeted for.