



Pinfold Street  
Primary School

## Catch-Up Premium Plan 2020/21

Summary information					
<b>School</b>	Pinfold Street Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£32.612 total in three instalments Autumn £8340      Spring £10,272      Summer £14,000	<b>Number of pupils</b>	420

### 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 amongst 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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>

## Identified impact of lockdown

<b>Maths</b>	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' where they should be at this point in the year. We pleased overall with the skills and knowledge that the pupils have retained.
<b>Writing</b>	Specific content has been missed, but the largest impact has been that the pupils have lost essential practising of writing skills. Grammar, punctuation and sentence structure 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.
<b>Reading</b>	Children accessed more reading than writing during the lockdown and this was logged on GoRead. 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 do not is now increasingly wide. The bottom 20% of readers have suffered from having a regular reading sessions in school, phonics sessions to allow them to decode tricky words and regular rehearsal of reading aloud to an adult.
<b>Non-core</b>	Children have missed significant curriculum experiences such as trips and visits. Units of topic work have been uploaded but not taught in the depth they usually would be. This could have an impact on the way in which children understand the chronology of our History topics and some key concepts in Science. Other notable skills, which will need covering in greater depth, include playing instruments, conducting experiments in Science and focussing on key skills in PE and any other subject area that requires specialist equipment as children may have not had access to this during lockdown.

Planned expenditure – linked to EEF recommendations above				
i. Autumn Term				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review
<p><u>Supporting great teaching:</u> Maths training covering range of mental strategies to improve fluency. Training on how to assess basic foundations required for acquisition of maths skills</p> <p>School will have a successful learning platform for remote learning. Teachers will upload work and children complete work on the platform. The learning platform will be incorporated into everyday classroom practice in school as well as being used to support remote learning for children at home.</p>	<p><b>Purchase Number Sense Maths Training</b></p> <p><b>(£500)</b></p>		TB	Autumn
	<p><b>Purchase full Seesaw package</b></p> <p><b>(£2000)</b></p>		VG/RW	Ongoing
<p><u>Intervention programmes/small group/1:1</u></p> <p>SLT have identified children to form a farm group to support their SEMH needs.</p> <p>Teaching Assistants hours increased to support teaching in lessons, 1:1 support, small focus groups for phonics and Maths, reduce child to adult ratio in some classes</p>	<p><b>Farm time – vegetables, animal food, animal toys</b></p> <p><b>(£1,000)</b></p>		EY/CW	Ongoing
	<p><b>Increasing Teaching Assistants hours in school</b></p> <p><b>(£13,000)</b></p>			
<b>Total budgeted cost</b>				<b>£ 16,500</b>

ii. Spring Term				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review
<p><u>Children's access to resources</u></p> <p>Identified children will have access to their own supply of art resources to support them with art lessons at home. Identified children will have access to a range of books to support reading fluency at home and promote reading.</p>	<p><b>Art packs created and distributed</b></p> <p><b>Book packs created and distributed</b></p> <p><b>Resource packs distributed</b></p> <p><b>(£200 + £500 + £100)</b></p>		TB/RW	Spring

<p><u>Intervention programme - Maths</u></p> <p>An appropriate numeracy intervention, such as Third Space learning, supports those identified children in Year 5 in reinforcing their understanding of basic maths skills and application of number.</p>	<p><b>Purchase Third Space Learning Maths for Y5</b> <b>(£55 x 15 = £825)</b></p>		TG	Summer
<p><u>Supporting great teaching - Maths</u></p> <p>Children in Y1 – Y4 are able to access a daily number mastery programme (15 minutes per day). The understanding of number facts of children within those year groups improves and the effect of lockdown is becoming negated. The children have a clear understanding of the 12 strategies for mastering number facts related to addition and subtraction.</p>	<p><b>Preparation of Maths Number Sense resources for every year group</b> <b>Allocate specific sessions on the timetable to deliver the maths sessions</b></p> <p><b>(£500)</b></p>		TG	Summer
<b>Total budgeted cost</b>				<b>£2125</b>

<b>iii. Summer Term</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review</b>
<p><u>Intervention programmes/small group/1:1</u> Additional staff in school, working for the national tutor programme to work with identified pupils</p> <p>Identified pupils in Pupil Progress Meeting will have a range of texts to read in the home, promoting a positive attitude and love for reading. Pupils will also have a range of maths games and activities and stationery.</p>	<p><b>1:1, small group interventions for phonics, reading, writing and maths</b></p> <p><b>£3,000</b></p> <p><b>Pupils signed up for the Letterbox Club to receive 14 books, 10 maths games and 40 pieces of stationery.</b></p> <p><b>£2,000</b></p>		RW/VG	Ongoing
<p><u>Wider Strategies</u> All children will have access to breakfast to set them up for the school day and meet their basic needs.</p>	<p><b>Organise Magic Breakfast Club or something similar to support breakfast</b></p> <p><b>DfE funded</b></p> <p><b>Purchase toasters for every classroom. Toast prepared for children by Level 2 Food Hygiene teaching assistants.</b></p> <p><b>(£400)</b></p>		CW  TG	Summer  Summer

<p>Staff will have access to a tailored orienteering course on the school site which can be used for all areas of the curriculum and allow for greater cross-curricular links when delivering the curriculum.</p> <p>Packs created for every child in school for summer support to improve and increase mental well-being. Packs will also support parents with activities for their children to complete over the summer holidays. This will have a positive impact on SEMH needs.</p> <p>All children will have access to revision/teaching workbooks for English and Maths and can use these over the summer holidays or during a period of self-isolation. The format of the workbooks will allow children to learn the strategies, rehearse skills and then complete practice questions to apply their knowledge of the new skill.</p> <p>Staff will be appropriately covered to plan and upload a series of curriculum activities onto Seesaw for the children to access during the summer holidays. This will allow the children to continue to close the gap on lost learning due to the lockdown and the 6-week holiday gap.</p>	<p><b>Outdoor Adventure Orienteering to visit and design a tailored orienteering course for our school site.</b>  <b>Increases links to Outdoor Adventure Learning on the EEF toolkit.</b>  <b>(£2000)</b></p> <p><b>Resources purchased for summer packs to include skipping rope, playing cards, dice, top trumps etc.</b>  <b>(£5 x 420 = £2100)</b></p> <p><b>Purchase CPG workbooks and distribute to the children</b>  <b>(£1000)</b></p> <p><b>Cover supply booked to provide each staff member with ½ day of cover to plan and upload lessons to Seesaw.</b>  <b>(£1400)</b></p>		<p>CW</p> <p>TB</p> <p>RW</p>	<p>Summer</p> <p>Summer</p> <p>Summer</p>	
<b>Total budgeted cost</b>				<b>£12,900</b>	
<p><b>£32.612 total in three instalments</b>  <b>Autumn £8340      Spring £10,272      Summer £14,000</b></p>			<b>Cost paid through Covid Catch-Up</b>		<b>£31,525</b>
			<b>To be assigned</b>		<b>£1,000</b>