



Catch-Up Premium Plan

Upper Beeding Primary School

Summary information

School	Upper Beeding Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£27,920	Number of pupils	346

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 Year 6.

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 support strategies:

Teaching

- High quality teaching for all
- Effective diagnostic assessment
- Supporting remote learning
- Focusing on professional development

Targeted academic support

- High-quality one to one and small group tuition
- Teaching Assistants and targeted support
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Communicating with and supporting parents
- Successful implementation in challenging times

Identified impact of lockdown	
Maths	<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> <p>Arithmetic skills seem to be better due to use of White Rose during lockdown but ability to apply these skills to problem solving or reasoning activities is limited.</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. SPaG 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. Handwriting has suffered and children are complaining that their hands ache after limited time of writing.</p> <p>Handwriting style and letter formation is poor and needs focussed intervention particularly in EYFS and KS1.</p>
Reading	<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. Also children's reading diet needs to be revisited and widened. The bottom 20% of readers have been disproportionately impacted. In KS2 reading comprehension has been affected and additional time will be needed to address this. Phonic recall and use in KS1 is 'behind' and intervention is needed to ensure that this gap is addressed and decreased.</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. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>
EYFS	<p>Children have missed 6 months of nursery input and there is a noticeable gap in the development of their fine motor skills and independence. They have also missed out on the large messy play experiences that can be provided by nursery and therefore we need to adapt our EYFS provision accordingly.</p>
Attitude to learning	<p>Children's stamina and resilience to learning has decreased over lockdown and it is obvious that children found coming back to full time schooling both difficult and tiring. Children in UKS2 need to relearn independence, accountability and to take responsibility for their learning. Year 6 need to be prepared for secondary school and develop study and life skills to prepare them for the future.</p>
Emotional Health and well being	<p>Lockdown, the economy, family life and job security have all had an impact on the emotional and mental health of all members of the school community. Continue to promote our well-being and SEMH support to promote positive mental health strategies amongst our pupils and families to ensure that the pupils are ready to learn and interact positively in school.</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

EEF recommended strategy	EEF Rationale	Specific implementation at UBPS	Cost	Expected impact
Supporting great teaching	<p>Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning</p> <p>Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development.</p>	<p>All 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>Despite the limitations placed on schools, in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths to support understanding.</p> <p>Attend identified virtual CPD and review virtual training in lockdown. Staff share knowledge, resources and implement in their own practice</p> <p>Appraisal meeting (October) to identify training needs of both teachers and support staff - schedule to be then put in place</p> <p>Appraisal system and monitoring will be rigorous to ensure any previous CPD/areas for development are followed up and supported</p> <p>New staff/NQTs/staff who require support to receive in school mentoring</p>	<p><i>Allocated staff meeting and planning time.</i> <i>Purchase additional resources for across the curriculum 4 x £200 x 3</i> £2400</p> <p><i>INSET September</i> <i>Cover for attendance at virtual training,</i> <i>½ day per teacher</i> 16 x £95 - £1,520</p>	<p>Knowledge gaps will be identified and planning adapted to address these. This will ensure that attainment across the Curriculum is maintained and pupils attain in line with National Expectations.</p> <p>The use of manipulatives in Maths will ensure that children are able to use concrete aids to build their understanding of abstract topics. Maths outcomes do not widen because of covid and evidence of outcomes continue to improve across the school.</p> <p>A personalised approach to CPD will ensure quality first teaching for all children. All teaching will be at least good.</p>
Teaching assessment and feedback	<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>Staff to revisit 'live' marking and quality assessment techniques through CPD. Support to be given to new staff to support implementation.</p> <p>Teachers assess/evaluate the impact of lockdown on individual children / groups of children both academically and emotionally.</p> <p>Teachers and leaders work together to plan teaching specifically in the areas of academic and emotional development which have been identified as being less secure.</p> <p>Subject leaders to revisit progression grids to adjust curriculum map accordingly.</p>	<p>INSET September 20</p> <p>SQ ½ day per week Autumn 2 to mentor NQT/New to UBPS staff £1000</p>	<p>Ensuring effective feedback is given to pupils will enable them to identify areas for development and make improvements. Analysis of assessments will identify gaps and inform future planning. This approach will support in closing gaps in R/W/M.</p>

Supporting remote learning	<p>Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning. EEF suggests that when implementing strategies to support pupils' remote learning, or supporting parents to do so, the key things to consider include:</p> <p>Teaching quality is more important than how lessons are delivered</p> <p>Ensuring access to technology is key, particularly for disadvantaged pupils</p> <p>Peer interactions can provide motivation and improve learning outcomes</p> <p>Supporting pupils to work independently can improve learning outcomes</p> <p>Different approaches to remote learning suit different tasks and types of content</p>	<p>Dedicated CPD for all staff in use of G-suite, new online remote learning platform. Lead teacher and core focus group to establish principles and support rollout to all staff</p> <p>Remote learning plan, policy, protocols and provision established.</p> <p>Individual self-isolation will be supported initially by paper activity packs and then move over to Google Classroom by Jan 21.</p> <p>All children will have accessed Google Classroom in school by Jan 21. All parents will have children's login and password to support remote access.</p> <p>Should there be multiple pupils in the same year bubbles or whole school isolating, blended remote learning of live, pre-recorded lessons will be delivered daily. Expectations will be established of daily completion of activities whilst learning at home while recognising individual personal family circumstances.</p> <p>All staff will understand and use key EEF principles of teaching provision for remote learning.</p> <p>Parent survey to establish support needed to access remote learning at home.</p>	<p>Staff meeting x 6 led by EM</p> <p>AH leadership time</p> <p>Release time for teacher to create support pack - £300</p> <p>Purchase of more Chromebooks – 8 x £500 -£4000 to support application for 15 laptops through DFE</p> <p>Oct 20</p>	<p>By ensuring prompt and relevant remote learning is accessible, any gaps that children experience in their learning due to absence will be minimised and data will evidence that predicted targets end of year targets will be achieved.</p>
Total budgeted cost				£ 9,220

ii. Targeted approaches				
EEF recommended strategy	EEF Rationale	Specific implementation at UBPS	Cost	Expected impact
One to one and small group tuition	<p>High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</p> <p>Providing additional out-of-class support after lessons can help to close gaps and/or deepen understanding. It may again be useful to look back at previous years' steps to support this</p>	<p>Additional time for experienced intervention teacher (SC) to support the delivery of the reading, phonics, maths and writing in KS1.</p> <p>Class teachers released by HLTAs, for targeted missing skills intervention; SS for phonics in Y3/4, EM for Reading Comprehension in Y5/6 and HS/SC for Maths and phonics in Y1/2.</p> <p>Additional PPE screens purchased to enable intervention cross phases.</p> <p>Additional resources to support intervention teaching.</p>	<p>1 day per week –12 weeks per term - £190 x 12 = £2,280 X 3 = £6,840</p> <p>Release time –£1,080 (2hrs of HLTA cover and 2 hours of teacher cover x 12 x 3)</p> <p>£100</p> <p>£500</p>	By increasing targeted time spent supporting reading, phonics, writing, maths 1:1 and in small groups, teacher assessments will indicate gaps in progress will close.
Intervention programmes	<p>Generally, the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a 'best bet' and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils. We suggest schools should adopt one or two well-chosen, and well-implemented, TA-led interventions, judiciously used to complement and extend class-based teaching and learning.</p> <p>In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</p>	<p>Firstclass@number1 and Firstclass@number2 used as identified staff members already trained and established in this.</p> <p>Further intervention researched and identified and relevant staff trained (if necessary). School to continue to use intervention programmes already in place with identified children.</p> <p>Daily 1:1 reading with targets children using reading scheme.</p>	<p>HLTA release time to deliver and further training</p> <p>Resources to support interventions - £200</p>	By providing maths and reading catch-up interventions for identified children in the afternoons, data analysis will indicate gaps in maths and reading to close and progress to accelerate.

Planning for pupils with Special Educational Needs and Disabilities (SEND)	<p>Creating a positive and supportive environment that promotes high standards and positive relationships can help ensure pupils can access the best possible teaching. Consistent routines are important for behaviour in school and this proactive approach to behaviour will support all pupils, including those with SEND.</p>	<p>Regular SEND Reviews ensure teachers are fully aware of pupils and their individual needs. Personalised plans and the systematic approach of the SENDCo ensures provision is implemented and needs met. Specialist S&L assessor re-establish baseline with children on programs.</p> <p>Within both SEND Reviews and Pupil Progress Meetings, pupils and their needs are discussed. Targets are identified and strategies/support put in place to ensure the delivery is both efficient and effective. The provision map evidences pupils, their need, targets and the interventions/support planned. This document is then shared with all staff on a 'need to know' basis.</p> <p>The deployment of teaching assistants are reviewed regularly and redeployed on need. The deployment is reflective of need/provision map.</p> <p>Any additional support given, post universal support is by adults who are familiar to the pupils and to ensure consistency, programs/interventions are delivered by the same adult. This allows relationships to be built up and trust to be gained.</p> <p>Regular feedback from our Learning Support Team ensures teachers are kept well informed of progress of individuals and as a result impact is maximised within the classroom.</p>	<p>Additional hours - SENCo - £2400 – 3 days per term</p> <p>Additional support HLTA and TA hours - £2000</p>	
Total budgeted cost				13,120

iii. Wider Strategies				
EEF recommended strategy	EEF Rationale	Specific implementation at UBPS	Cost	Expected impact
Supporting parents and carers	<p>Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about</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</p>	<p>Increased paper costs to provide home learning packs for KS1 in case of self isolation £300</p>	<p>Parents are informed and confident in how to support their children with remote learning.</p>

	effective strategies for reading with children.	learning irrespective of ability of child/parent to navigate the online learning. Strong communication maintained between school and parents.		
Access to technology	‘Pupil’s access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.’	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. 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.	Webcams purchased for all staff members (£250) Replacement of 2 smartboards £4,400	By ensuring that children have access to quality online resources and IT equipment, to support learning both in school and at home, gaps in learning will be minimised .
<u>Summer Support</u> NA				
Total budgeted cost				£4950
	Cost paid through Covid Catch-Up			£27,290
	Cost paid through charitable donations – locality			£0
	Cost paid through school budget			£0