Catch-Up Premium Plan 2020-21

Summary Information					
School	Pallister Park Primary				
Academic Year	2020-21	Total Catch-Up Premium	£42,405	Number of pupils (Excluding Nursery)	Based on 520 (Autumn)

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 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	EEF Recommendations
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 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	The EEF advises the following: Teaching and whole school strategies ☐ Supporting great teaching ☐ Pupil assessment and feedback ☐ Transition support Targeted approaches ☐ One to one and small group tuition ☐ Intervention programmes ☐ Extended school time Wider strategies

document to help them direct their additional funding in the most effective way.	☐ Supporting parent and carers ☐ Access to technology ☐ Summer support

Identified Impact of lockdown
Maths/Reading and Writing Specific content has been missed leading to gaps in knowledge and skills. However, children have returned to school ready to learn and happy to be back in school. Opportunities to apply key concepts and skills have been limited when working at home resulting in some issues with amount of work being produced initially when they returned to school. Times Tables online resources were most accessed during lockdown but this activity was not replicated with reading and writing activities provided. **Non-Core subjects** Gaps in sequence of knowledge as whole units have not been taught when expected. Children have missed out on curriculum experiences such as trips and visitors.

Planned expenditure - grouped according to EEF coronavirus support guide for schools				
1. Teaching and whole-school strategies				
Desired outcome	**Chosen approach and anticipated cost**	**Impact (to be reviewed)**	**Staff Lead**	**Review date**
Supporting great teaching: Subject Leads will ensure that pre - requisite knowledge can be taught alongside new learning so that knowledge gaps are reduced.	Additional time for Teachers to research, plan and review learning that is taking place and the effectiveness of long- term plans for each subject. Release time and additional cover will be provided by Apollo Arts and by Teaching Assistants.	Subject Leads awareness and knowledge enhanced via additional CPD. Additional schemes purchased to support gaps in Science/RE/IT/PSHE	AO/HN/YA	Feb 21

	Staffing			
Teaching Assessment and feedback; Teachers have a very clear understanding of what gaps in learning remain and will continue to use assessments to inform their planning and refinement of the curriculum.	Purchase Rising Stars Assessments for whole school and complete termly assessments.		AO/HN/YA	July 21
	Curriculum			

2. Targeted approaches				
Desired outcome	**Chosen approach and anticipated cost**	**Impact (to be reviewed)**	**Staff**	**Review date**
Small group tuition and 1:1 support Identified children will increase their phonic knowledge or knowledge in key aspects of maths, reading and writing to reduce the gap from their peers.	Each year group has an additional Teacher that will be used to target small groups and individuals to increase their understanding.	Phonics report provided to Trustees Feb and March. Assessments to be completed July.	SLT	Feb 21
Identified SEND children with challenging behaviour will be supported to access learning	Each year group has an additional TA to specifically be used to support individual children struggling to access the curriculum. Appointed for the Summer Term only.		SLT	July 21
	Staffing			
Intervention Programme;	Intervention programme will provide support to those children who need it in Reception – funded		YA/EC	July 21

Nuffield Early Language Intervention in Reception implemented.	through the DfE due to being a Middlesbrough school.			
Additional Reading To increase reading confidence and increase wider adult pupil relations	Each year group has additional staff member 1:1 adult one hour per day used to target reading		SLT	July 21
	Funded by DfE			
Extended school time; Not at this time.				

3. Wider strategies				
Desired outcome	**Chosen approach and anticipated cost**	**Impact (to be reviewed)**	**Staff**	**Review date**
Supporting parents and carers: Children will have greater opportunities to access learning at home.	Online learning will be added to our website weekly that will be for the current week so that if a child is at home isolating they can access all activities.	Remote learning reviewed at Trustee level – DfE laptops provided to all those who requested access.	HN	Feb 21
Children will have access to paper based learning if they cannot access online activities provided.	Workbooks have been purchased for every child so that if they all have to isolate there is paper based activity books available.	Additional set of workbooks and texts provided in March as feedback was so positive.	HA	Feb 21

	We will also provide individual children with packs when they are isolating if required.			
	Cost of workbooks			
Access to technology: Children who are having to isolate and do not have a suitable device to access home learning will use on of our ipads that have been specifically configured to work at home.	Purchase of 30 new ipads to replace the older models that will be loaned out to students.	Additional DfE laptops now available and still have class set in case a pod goes down and need to work from home. New ipads in place as class set – awaiting refurb of old ipads.	HA/NR	July 21
	Cost of iPads			
Teachers have access to laptops that are equipped with webcams to all ow the teachers to access school based resources from home and facilitate home learning and increase communication with children in their class.	Purchase of new laptops and screens to upgrade current IT equipment in school. Upgrade Wi-Fi in school to ensure access to online resources available to whole school.	New laptops in place, still awaiting screen compatibility equipment. Wi-Fi work still to be completed	HA/NR HA/NR	April 21 Feb 21
	Cost of IT upgrade (Laptops plus licence) Zoom – school licence			