

Catch Up Plan 2020-2021

Purley Primary School

Purley C of E Primary School

In August 2020, the Government announced additional funding for schools to deliver Catch-Up following the COVID-19 lockdown measures. This amounted to £80 per pupil. The amount allocated to Purley Primary School based on eligible pupils is £8,200.

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.

At Purley Primary School, in order to utilise this additional funding in the best possible way, we have considered closely the research and advice put forward by the EEF, used timely assessments of both children's academic and personal development needs and our own professional experiences to inform our decisions.

The table below outlines our intentional spend with a rationale accompanying each decision.

Identified impact of lockdown

Maths - Specific content has been missed, leading to gaps in learning (e.g. multiplication in Year 2). Mental agility has suffered, children not able to recall addition facts, times tables.

Writing - Children haven't missed units of learning however they have lost essential practicing of writing skills. Spelling especially has suffered. Those who maintained writing throughout lockdown are less affected, however those who evidently didn't write much have to work especially hard on writing stamina.

Reading – Children accessed reading during lockdown more than any other subject. Though the reading fluency is maintained by most children there is a gap in inferencing ability.

Foundation subjects - The school maintained our topic cycle and all areas have been touched upon with some knowledge acquired. Skills however e.g. scientific enquiry, reflection, collaboration have not developed in the usual manner. Children have also missed out on curriculum experiences e.g. trips, visitors.

Behaviour - Children who attended during lockdown show far greater resilience than those who did not. Year 5 (Current Y6) were the cohort most affected. Very little anxiety has been evident amongst the children but the stamina and appreciation of being one in a class of 30 has been a considerable factor in the children's ability to start to catch up. Throughout the school, some children have received 1:1 support from parents and are now missing this support and others have had additional freedoms during lockdown and find it challenging to behave appropriately in a classroom setting.

Barrier, Evidence & Rationale		Chosen approach/approaches	Cost	Desired outcome
<p>Emotional</p> <p>Difficulties adapting to being back in school.</p> <p>Difficulty in concentrating.</p> <p>Finding it challenging to be one in a class leading to behavioural challenges.</p>	<ul style="list-style-type: none"> In England, a number of studies have identified a link between social and emotional interventions and the impact on academic outcomes. Evidence gathered at the school for work carried out by EHA in the past has shown this intervention to be highly effective. 	<ul style="list-style-type: none"> Emotional health Academy practitioner to deliver three workshops to Years 5/6 on impact of behaviour and how to self-regulate. EHA to provide 1:1 support for two children already identified with considerable needs in this area. 	<p>£900</p>	<ul style="list-style-type: none"> Pupils ability to self-regulate is enhanced. Teaching staff have greater capacity for supporting children's academic progress.
<p>Language skill in EYFS following gaps in social interaction during lockdown.</p>	<ul style="list-style-type: none"> 5 out of 5 on the EEF scale. Children receiving the NELI improved expressive language skills, including the use of vocabulary and grammar. They also made additional progress in early word reading and on a teacher administered language assessment. 	<ul style="list-style-type: none"> Children in FS receive 30 min sessions weekly in groups for 20 weeks NELI training release. <p>2X2 1/2 days</p>	<p>£567</p> <p>£355</p>	<ul style="list-style-type: none"> Staff are trained to deliver the programme. Improved expressive language.
<p>Maths targeted.</p>	<ul style="list-style-type: none"> Borderline pupils who did not receive face to face maths tuition have fallen behind. There is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch up strategy. 	<ul style="list-style-type: none"> Small group tuition for Year 4 girls provided by Maths specialist TA 2X30 mins weekly. Spring term, six Year 6 pupils to be supported by Third Space learning. 	<p>£84</p> <p>£1650</p>	<ul style="list-style-type: none"> Identified gaps are addressed. Maths attainment is improved. Pupils make gains in Maths towards ARE. Pupils in danger of falling behind the cohort catch up

<p>Maths general.</p>	<ul style="list-style-type: none"> Discussions with other schools and the Maths Hub point to the positive impact of using White Rose Maths. 	<ul style="list-style-type: none"> White Rose Maths Scheme to be used alongside Abacus for a term and measure impact. <p>Purchase Year 6 catch up CGP Maths practice books</p>	<p>£100</p> <p>£37.50 £33.75</p>	<ul style="list-style-type: none"> Maths attainment is improved. Teachers are supported in delivering Maths.
<p>Maths identification of gaps.</p>	<ul style="list-style-type: none"> Teachers need a clear understanding of what gaps in learning remain and use it to inform their teaching. Having identified gaps, pupils need to practice. 	<ul style="list-style-type: none"> Purchase of PUMA maths, old versions used in Oct, new versions in Dec, March and June. 	<p>£600</p>	<ul style="list-style-type: none"> Assessment to align with standardised norms giving a greater accuracy of assessments. Gaps are identified. Results are used to inform teacher assessment which will be fed back termly to curriculum leads, Headteacher and SENDCo
<p>Year 3/4 vulnerable group.</p>	<ul style="list-style-type: none"> This class has a significant number of vulnerable children (30%). Vulnerable children were impacted more than other groups during lockdown. There is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch up strategy. Tracking and support of KIRFS (key instant recall facts) in preparation for Times Tables test in Year 4. A previous focus 	<ul style="list-style-type: none"> Fixed term TA, 10 hrs per week so that children can be supported on their own level and in smaller groups. 	<p>£5,390</p>	<ul style="list-style-type: none"> Pupils achieve. Accelerated progress in Reading Writing and Maths. Children achieve predicted results in the National Times Tables test. Teacher is supported to deliver quality teaching and learning.

	in this area at the school produced greater mental agility.			
Borderline children who would have received additional group support to pass their Phonics test in Year 1 had they been at school have fallen behind their peers.	<ul style="list-style-type: none"> • Three borderline Year 2 children have fallen behind with their phonics. • There is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch up strategy. 	<ul style="list-style-type: none"> • 20 mins three times a week individual catch up and precision phonics. 	£588	<ul style="list-style-type: none"> • Identified children are supported with their phonics ensuring better reading ability.
Technology to deliver blended learning.	<ul style="list-style-type: none"> • Children engage better with lessons if live contact is made with the teacher. • Children make better progress if their parents engage with their learning. 	<ul style="list-style-type: none"> • Purchase microphones and web cams so when teacher or pupil is isolating, some contact is maintained. • Web cams to enable parent's evenings on "Teams". 	£24 £108	<ul style="list-style-type: none"> • Better communication between the school and home, leading to clearer understanding of tasks, greater buy in and better progress.

Total Cost	£10,437.25
Cost paid through Catch up fund	£8200
Cost paid through charitable donations (FOPS)	£132
Cost paid through school budget	£2105