



Catch-Up Premium Plan Review

July 2021

Oakdene Primary School

Summary information					
School	Oakdene Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£18.600	Number of pupils	214

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.</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

Schools should use this document to help them direct their additional funding in the most effective way.

➤ Summer support

Identified impact of lockdown

Maths	Recall of basic skills has suffered - children are not able to recall addition / subtraction facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. Children have been unable to practise reasoning and fluency skills as much as they would have done had they been in school, reflected in class sessions and assessments.
Writing	Children have lost essential practising of writing skills. SPaG - specific knowledge has suffered, particularly in spelling, 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. All children have suffered from writing at length in the school environment.
Reading	Children have undertaken some reading through the Summer but are now less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. Reading ages have been assessed and are lower than predicted.
Non-core	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. visits, visitors and 'WOW' days in school all of which enhance the curriculum.

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	Staff lead	Review date?	IMPACT
<p><u>Supporting great teaching:</u> 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.</p>	<p>Subject Leader time (release from class) to research and audit needs for subject. (£700)</p>	MW	Dec 20 July 21	Due to the need to keep bubbles secure and additional lockdowns this has not taken place this year. Just one session has been allocated when we have additional staffing (secure bubbles each day).
<p><u>Reading across school</u> Children will have significantly increased rates of reading fluency and comprehension. They will be confident readers and dips in reading attainment will be negated (focus on boys)</p>	<p>Introduction of Pathways to Read to move children through reading process towards becoming competent and fluent readers. Ensures engaging and purposeful reading lessons. £1575</p>	CHu / LD	Feb 21 July 21	Reading has needed to be a large investment. Although we originally budgeted for Pathways to Read, we decided that the priority for catch up funding was phonics books linked to what the children are learning in Rea Write Inc. Total cost £3000.00
<p><u>Maths across school</u> Basic knowledge facts will be embedded for all children (focus on girls)</p>	<p>5 a day programme developed in all classes Intense reviews of basic skills in Maths lessons. Teacher PPA time £0</p>	MW	Jan 21 July 21	This has had an impact on Maths work in school. Was disrupted through lockdown.
			Total cost	£3000.00

ii. Targeted approaches

Desired outcome	Chosen action/approach	Staff lead	Review date?	Impact - July 21
<u>1-to-1 and small group tuition</u>	<p><i>To ensure all classes will have support for English and Maths and no crossing of bubbles is needed for Learning Assistants, an additional Learning Assistant employed from Oct 2020 to July 2021 for mornings only.</i></p> <p>Cost of Learning Assistant (£6,800)</p>	HL	Jan 21 July 21	<p>July 21- all classes have had LA support for mornings. Intervention work took place in all classes in Aut Term. Following Jan - March lockdown, Learning Assistants in all classes have been critical to providing support in class and intervention programmes for small groups of children. Impact - improved Maths & Eng skills for all children.</p> <p>£6800</p>
<p><u>Reading across school</u> Children in all Year groups need access to reading intervention - see Reading Pathways above</p> <p>Year 5 and 6 children need intervention to be used at home and at school to increase, comprehension, fluency and vocabulary</p>	<p>See above</p> <p>Reading Plus bought to be rolled out to Years 5 & 6 initially.</p> <p>£5500 for 3 year subscription for 2 classes on rolling programme</p>	CHu / LD	Jan 21 July 21	<p>Reading Plus has had a marked impact on the children who are working at middle or higher ability. These children are more motivated to access this programme at home. Lower ability and SEND children (especially in Y5) have made less progress and this will be addressed next (see below).</p> <p>£5500</p>
<p><u>National Tutoring Programme</u> Contribution to NTP of 25% of the cost</p>	<p>National Tutoring Programme to be used to support disadvantaged children in Years 5 and 6 and to be further rolled out lower down the school.</p>	HL	Jan 21 July 21	<p>Children took advantage of the NTP and this was used for 15 weeks per disadvantaged child (sometimes in small groups). Children's confidence and self esteem improved and some progress was made. This took place in the afternoon sessions and we are looking to implement this in the mornings in the future</p> <p>Total for year £1000.00</p>
Total budgeted cost				£13,300

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Staff lead	Review date?	Impact
<u>Supporting parents and carers</u> 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, access to devices or internet (focus on disadvantaged).	<i>2-day home-learning paper packs are printed and ready to distribute for children who do not have access to own device at home. 2 week learning packs available to be distributed for children who need them. Supplied with pens, paper, pencils as necessary</i> £500	MW AM	Jan 21 July 21	Parents were able to access the work on paper as required. £500
Total budgeted cost				£ 500
		Cost paid through Covid Catch-Up		£16,800