

## Catch-Up Premium Plan The Grove Primary School

| Summary information   |                          |                               |   |                         |     |
|---|--------------------------|-------------------------------|---|-------------------------|-----|
| <b>School</b>   | The Grove Primary School |                               |   |                         |     |
| <b>Academic Year</b>  | 2020-21                  | <b>Total Catch-Up Premium</b> | £19,040   | <b>Number of pupils</b> | 238 |
| Guidance  |                          |                               |   |                         |     |
| <p>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.</p> <p>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.</p> <p>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.</p> |                          |                               |   |                         |     |
| 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>The EEF advises the following:</p> <p><u>Teaching and whole school strategies</u></p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p><u>Targeted approaches</u></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><u>Wider strategies</u></p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Availability of technology in the home environment</li> </ul> |                         |     |

➤ Summer support

**Identified impact of lockdown**

|                 |   |
|-----------------|---|
| <b>Maths</b>    | <p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children, however, 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 (fluency) has suffered and 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>There is a need to ensure that all children have a good visual image of the mathematical concepts as they have not had exposure to this during the lockdown.</p>   |
| <b>Writing</b>  | <p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps 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 is less fluent compared to that seen in March 2020. This is likely to be due to children writing less during lockdown, if at all, and standards in quality not being maintained whilst away from school. (This is often seen in their children's home learning books during "normal" times.)</p> |
| <b>Reading</b>  | <p>Many of our children accessed reading during lockdown. However, overall they 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. The bottom 20% of readers have been disproportionately affected. Those children who have access to reading materials at home read more extensively than those who would usually rely on books from school.</p>  |
| <b>Non-core</b> | <p>There are now increased gaps in understanding and skills as whole units of work have not been taught. This means 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> <p>Many children are showing less independence, academically and personally, as well as reduced concentration except for shorter periods of time.</p>   |
| <b>Other</b>    |   |

NB – review comments are in the impact column as well as in the added notes.

| 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  | Impact (once reviewed)  | Staff lead      | Review date?                |
| <p><u>Supporting great teaching:</u></p> <p>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>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports effective learning.</p> <p>Teachers will receive effective coaching to support them in ensuring that gaps in learning are rapidly addressed and the most children have met their July 2020 by February 2021.</p> <p>Children will be able to sustain their writing and most will be working at least at the age related expectations for their year group.</p> <p>Gaps will be identified and closed through effective teaching and marking.</p> | <p><i>Additional time for teachers for 1:1 conferencing and small groups to target identified individuals and groups.</i><br/><i>(£5200)</i></p> <p><i>Purchase additional manipulatives to allow development of individual packs.</i><br/><i>(£150)</i></p> <p><i>PSHE Scheme of Work purchased (Jigsaw) to provide further emotional and social support to all children throughout their time at The Grove. Introduced in Sept 2020 and embedded by March 2021.</i><br/><i>(½ of £1925)</i></p> <p><i>Coaching and mentoring support from the SLT to all staff to support their reintegration into the classroom and to ensure that great teaching and learning is promoted.</i><br/><i>(£1740)</i></p> <p><i>Coaching for identified staff from ES/HO/SR/EC to support them in further developing good practice.</i><br/><i>(see above cost)</i></p> <p><i>Analysis of foundation subject assessments to identify skills not covered during Summer 2020 and plan for these during 2020/2021.</i><br/><i>(Use of PDM/INSET time – no extra cost)</i></p> <p><i>Develop teaching of non core subjects through understanding the role of vocabulary and developing knowledge organisers. (SIP/PPG)</i><br/><i>(Use of PDM/INSET time – no extra cost)</i></p> <p><i>Taking in a whole school writing project with North Hertfordshire Schools (North Herts Writing Project and Competition).</i><br/><i>(Use of PDM/INSET time – no extra cost)</i></p> | <p>Expected impact:</p> <ol style="list-style-type: none"> <li>1) School effectively meets the needs of children presenting with emotional health concerns through a staged pastoral approach, including referrals to Blue Smile, and high quality PSHE teaching.</li> <li>2) Attendance will be at least in line with pre Covid 19 rates as children and their families feel safe to be in school and their emotional needs are met.</li> <li>3) Gaps in knowledge and skills are identified across the curriculum and planning is adapted to cover these.</li> <li>4) Evidence of progress is seen in all work books across the curriculum, with a key focus on reading, writing and maths.</li> <li>5) Data shows that the majority of children are working within the scheme of work for their chronological age by February 2021.</li> </ol> | <p>ES/HO/EC</p> | <p>Feb 21</p> <p>Feb 21</p> |

**Commented [H1]:** July 2021: Children were identified and triaged for support. This has led to the Pastoral TA and Blue Smile working at capacity. A step up/step down approach is used to ensure a child is provided with transitional support e.g. finishing counselling with Blue Smile through being supported by our Pastoral TA who then gradually withdraws and hands over to class room staff. SDQs are utilised to show the impact of the support from the Pastoral TA, for example.

**Commented [H2]:** July 2021: Attendance is slightly lower than pre Covid but not significantly. Comparison, weekly, to LA attendance rates show that the school is inline or above.

**Commented [H3]:** July 2021: Assessment shows that all new classes in September will be in a position to pitch learning at age related expectations for that year group. Gaps remain e.g. in Science where topics are seen every two years. Staff are aware that they will need to teach prior knowledge when they teach these topics.

**Commented [H4]:** Evidence has been seen across the academic year with evidence that most children are working within their chronological curriculum expectations. Those children who are no continue to receive teaching and learning to meet their gaps and intervention groups where required.

**Commented [H5]:** July 2021: see data analysis.

| Desired outcome  | Chosen approach and anticipated cost   | Impact (once reviewed)  | Staff lead | Review date? |
|--|--|---|------------|--------------|
| <p><u>Teaching assessment and feedback</u></p> <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><i>Purchase of NFER tests. Complete termly tests and identify gaps in learning.</i><br/>(£500)</p> <p><i>Purchase of INSIGHT Assessment Tracking; data analysis used to identify those not making accelerated progress for further support/intervention.</i><br/>(£750)</p> <p><i>Staff PDM to discuss the marking policy to increase % of marking alongside the child.</i><br/>(Use of PDM/INSET time – no extra cost)</p> <p><i>1:1 and small group conferencing (see above for detail)</i><br/>(Cost covered in staffing noted in Section 1)</p>   | <ol style="list-style-type: none"> <li>1) Gaps in knowledge and skills are identified across the curriculum and planning is adapted to cover these.</li> <li>2) Evidence of progress is seen in all work books across the curriculum, with a key focus on reading, writing and maths.</li> <li>3) Data shows that the majority of children are working within the scheme of work for their chronological age by February 2021.</li> </ol> | HO/ES      | July 21      |
| <p><u>Transition support</u></p> <p>Children who are joining school from different settings, who are beginning their schooling with The Grove or are returning after lockdown have an opportunity to become familiar and confident with the setting before they arrive.</p>                | <p><i>Fortnight phonecalls from teachers to their current classes through May/June/July to keep in touch.</i><br/>(£100)</p> <p><i>Zoom meetings and phonecalls offered to all children with their new teachers in July 2020.</i><br/>(see above cost)</p> <p><i>Transition video published for all new to Reception children in July 2020.</i><br/>(No cost – in school production)</p> <p><i>First week of term – PSHE units looking at dealing with what we have felt, seen and learnt during lockdown (Jigsaw PHSE Units). Routines re: behaviour and relearning revisited during the first ½ term to provide children with the secure routine and understanding that the boundaries have not changed.</i></p> | <ol style="list-style-type: none"> <li>1) School effectively meets the needs of children presenting with emotional health concerns through a staged pastoral approach, including referrals to Blue Smile, and high quality PSHE teaching.</li> <li>2) Attendance will be at least in line with pre Covid 19 rates as children and their families feel safe to be in school and their emotional needs are met.</li> </ol>                  | ES         | Ongoing      |

**Commented [H6]:** July 2021: See comments above.

**Commented [H9]:** July 2021: Children settled into Reception quickly and have shown progress from a lower than usual baseline. This was particularly true re: Communication and Language and PSED. There are key areas for further teaching and learning in Autumn 1 in Year 1 for some children to reach GLD. The school will be retaining changes such as parents not bringing children into the setting in September as we noted that children settled more quickly.

|                            |  |  |                    |
|----------------------------|--|--|--------------------|
|                            | <p><i>Development of the pastoral and nurture provisions in the school.</i></p> <ul style="list-style-type: none"> <li><i>Mental Health Training for Assistant Head (£228)</i></li> <li><i>Drawing and Talking training for Pastoral TA and FSM (£540)</i></li> <li><i>Nurture resources for Pastoral TA.</i></li> </ul> <p><i>Increased access to Blue Smile through having 4 therapists on site weekly. Staff are able to drop in to see Maddie during the day should they wish to talk to as well. (£5400)</i></p> <p><i>For new families and children looking at The Grove during the academic year 2020/21, a virtual tour of The Grove Primary School is arranged and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining. (£1600)</i></p> |  |                    |
| <b>Total budgeted cost</b> |  |  | <b>£ 15,579.50</b> |

**Commented [H7]:** Training has occurred for Pastoral Support TA and Family Liaison Officer. Weekly supervision meeting with Assistant Head to discuss children and emergent needs. Drawing and Talking in place for up to 6 children. Resources re: emotional regulation, identifying emotions bought- games, books, Bear Cards etc. School continues to purchase Blue Smile (team of 6 with 2 Counsellors) to provide weekly support. Weekly meetings between Blue Smile Lead Therapist and school's Assistant Headteacher to gain advice for children working with our Pastoral TA. Step up/step down approach in place to support children.

**Commented [H8]:** In place for July 2021. Parents were also invited to book a visit to school in small groups which we could keep Covid compliant.

| ii. Targeted approaches   |   |  |            |              |
|---|---|--|------------|--------------|
| Desired outcome   | Chosen action/approach  | Impact (once reviewed)   | Staff lead | Review date? |
| <p><u>1-to-1 and small group tuition; intervention programmes</u></p> <p>Identified children will have significantly increased rates of progress in an identified area through high quality first teach as well as specific support in small groups and 1:1 situations.</p> | <p>Use of International Dyslexia Learning with identified children to need to further develop their reading and spelling skills. (£100)</p>   | <p>1) Gaps in knowledge and skills are identified across the curriculum and planning is adapted to cover these. See data.</p>          | KH         | Feb 21       |
|   | <p>Targeted support identified from Pupil progress Meetings in Year 5/6 in English and Maths on a Wednesday/Thursday and Friday mornings during Autumn term. (Review December 2020 and new target groups identified for Spring 2021 for 2 x staff). (£2100)</p> | <p>2) Evidence of progress is seen in all work books across the curriculum, with a key focus on reading, writing and maths.</p>        | ES         | Feb 21       |
|   | <p>Class based interventions in place across the school using the current staff team. Data analysis and Pupil Progress Meetings in October used to identify children. Review December 2020. (£1500)</p>   | <p>3) Data shows that the majority of children are working within the scheme of work for their chronological age by February 2021.</p> | ES/KR      |              |

**Commented [H10]:** Identified children in Year 5 and 6 received this support on a weekly basis for a ½ term with a trained TA. The children made progress across time – evidence in data; confidence in reading and spelling.

**Commented [H11]:** Targeted group made progress and increased their scaled score. Children reported feeling more confidence about maths, particularly about the fluency. See end of year data to see in year progress.



|   |   |  |       |                |
|---|---|--|-------|----------------|
| learning irrespective of ability of child/parent to navigate the online learning.   | <p><i>purchased and set aside for children to take home when home-learning occurs.</i></p> <p style="text-align: right;"><i>(£100)</i></p> <p><i>Support from The Red Hen Project for identified, vulnerable families (food parcels, family support workers, drop in sessions, book parcels)</i></p> <p style="text-align: right;"><i>(£1000)</i></p> | <p>continue to be distributed on a weekly basis as required. Red Hen have capacity to support 5 Grove families with dedicated family worker support at any one time- this quota has been filled at all times over 2020-2021. Parenting support programmes have been run with specific families to enable referral to Community Paediatrics for assessment of possible neurodevelopmental conditions. Families have been supported by Red Hen workers at meetings with school and other professionals. Grove families have attended community sessions run by Red Hen, as ongoing support, following closure of casework.</p> | KH/LB |                |
| <p><u>Access to technology</u></p> <p>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.</p> | <p><i>Survey has taken place to provide clarity around access at home. School will access Government Scheme when able to do so. Remote Teaching Policy reflects that variable access to technology at home.</i></p> <p><i>Access provided to identified families through local charity donations of laptops during Summer 2020.</i></p>               | <p>1) Appropriate learning is provided to children whilst not at school so gaps in learning do not increase significantly.</p>   | HO    | Feb 21         |
| <u>Summer Support</u>   | N/A   |  |       | Feb 21         |
| <b>Total budgeted cost</b>  |   |  |       | <b>£1300</b>   |
| <b>Total budgeted cost</b>  |   |  |       | <b>£19,300</b> |
| <b>Cost paid through Covid Catch-Up</b>   |   |  |       | <b>£19,040</b> |

Commented [HO15]: See above.

|  |  |              |
|--|--|--------------|
|  | <b>Cost paid through charitable donations</b>  | <b>£0</b>    |
|  | <b>Cost paid through general school budget</b> | <b>£160*</b> |
|  |  |              |

\* Costs are also part met through PPG expenditure (e.g. Blue Smile, Pastoral support, Red Hen Support and purchase of resources such as Jigsaw.)