



# Catch-Up Premium Plan

## Nettlestone Primary School

### Summary information

<b>School</b>	Nettlestone Primary School		Reviewed 01.07.2021 Reviewed 29.04.2021 Reviewed 28.01.2021		
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Spend</b>	<b>£47,031</b>	<b>Number of pupils</b>	209

### 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

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:

#### 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

- ☐ Supporting parent and carers
- ☐ Access to technology
- ☐ 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 still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. We were unable to teach following our CPA (concrete, pictorial, abstract) pedagogical approach and some families would not have had access to resources that they would routinely have had to support learning in school.</p> <p>Recall (including speed of 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>
<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. Spelling, grammar and punctuation specific knowledge has suffered, leading to lack of fluency in and stamina for writing. Presentation skills have also been adversely impacted. 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.</p>
<b>Reading</b>	<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. We are aware that some of our families did not have access to a rich variety of genres and our early readers did not have access to texts that were directly linked to their phonic ability.</p>
<b>Non-core</b>	<p>There are now significant gaps in knowledge - whole units of work have not been taught due to the suspension of teaching of the national curriculum 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 'awe and wonder' curriculum experiences e.g. trips, visitors and powerful curriculum moments. The children also didn't have access to specialist provision e.g. PE, MFL etc through the period of school closure. Children have not been able to access swimming lessons as part of lockdown and this needs to be addressed later in the year if the school is to meet the NC expectation that all Year 6 children should be able to confidently swim 25m.</p>
<b>Personal, Social, Emotional Education</b>	<p>Children have missed the daily social contact and interactions that they would ordinarily have with their friends and peers support group. We have noticed that children are more emotionally fragile, more anxious than previously and our youngest learners are needing more support with turn taking, sharing, co-operation etc. We have seen an increase in parents requesting emotional support for their children and we have noticed an increase in need for wraparound external agency involvement to meet family needs and ensure children arrive at school 'ready to learn'.</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**

Desired outcome	Chosen approach and anticipated cost	Anticipated Cost	Impact (once reviewed)	Staff lead
<p><u>Supporting great teaching:</u></p> <p>Staff have analysed the impact of lockdown and have identified gaps or modifications required to ensure that the curriculum provision at Nettlestone Primary School continues to support great teaching.</p> <p>The outcome remains that the right kids, get the right stuff at the right time and in the right way in order to enable them to have the best possible chance of achieving the age related expectations for each subject/year group despite the global pandemic disruption.</p>	<ul style="list-style-type: none"> <li>• <i>School Improvement Support - training on Information Retrieval methods 2<sup>nd</sup> week back.</i></li> </ul>	£ 230	Staff report wider variety of strategies to use.	KJH
	<ul style="list-style-type: none"> <li>• <i>Cost of HLTA hours to cover specialist curriculum provision within bubbles e.g. PE</i></li> </ul>	£ 750	Continue as focus on school improvement plan.	KJH
	<ul style="list-style-type: none"> <li>• <i>Purchase of Spanish Scheme of Work to support non-specialist teachers working within bubbles</i></li> </ul>	£ 212	Staff meeting require September 21 - Flexible Teaching	KJH
	<ul style="list-style-type: none"> <li>• <i>Purchase of CGP resources to support identified gaps in R/W/M</i></li> </ul>	£1324	Continued commitment to the delivery of the PE curriculum.	ABe
	<ul style="list-style-type: none"> <li>• <i>Purchase of Bug Club online reading scheme and new reading books to ensure that phonically matches resources are accessible from home.</i></li> </ul>	£2191	On going monitoring required. Check staff confidence levels of delivery.	AJ
	<ul style="list-style-type: none"> <li>• <i>Timetable Rockstars purchased to support remote access and improve speed and efficiency of mental recall</i></li> </ul>	£ 85	Yr6 65% Maths achieved expected progress	LF
	<ul style="list-style-type: none"> <li>• <i>Grab bags with accessories to support high quality teaching and learning remotely (staff and pupil resources)</i></li> </ul>	£ 210	Yr6 77% Reading achieved expected progress	HW
			13% increase in reading Yr2 compared to 2019 National	KJH
			Temporary solution to reading support during lockdown to support parents.	KJH
			In line with reading Yr6 compared to 2019 national	HW
			High levels of enjoyment and engagement.	KJH
			Resources supported mental health of teaching and support staff. Staff	Class teachers

	<ul style="list-style-type: none"> <li>• <i>Purchase of numicon to ensure that resources do not have to be shared across bubbles.</i></li> <li>• <i>Provision of personal stationary/pencil cases</i></li> <li>• <i>Costs of workshops Autumn Term to supplement cultural capital opportunities.</i></li> <li>• <i>Swimming fund - budget to support additional swimming lessons for those classes that have missed out due to lockdown.</i></li> <li>• <i>PE Hub subscription - access to resources to support non-specialist delivery of PE throughout the school.</i></li> <li>• <i>Reward certificates and prizes to engage and motivate learners across the school</i></li> </ul>	<p>£ 250</p> <p>£ 550</p> <p>£ 120</p> <p>£3,200</p> <p>£ 210</p> <p>£ 64</p>	<p>were prepared at short notice to teach at home as required.</p> <p>Classes have sufficient resources.</p> <p>Supported classes to maintain risk assessment and safety procedures.</p> <p>Yr6 100% pupils able to swim 25 metres</p> <p>Challenge Club has supported our non-specialists in facilitating quality challenges for all pupils.</p> <p>Pupil wellbeing increase by -1% I enjoy school -95% June Pupil Survey 21 from June 19</p> <p>99% of children engaged in online remote learning. Sustained engagement and positive impact on pupils learning.</p>	<p>SC</p> <p>SC</p> <p>AJ</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers can clearly illustrate the impact of their teaching and learning as gaps in learning will have closed over the academic year. This will be easily measured through the standardised assessment</p>	<ul style="list-style-type: none"> <li>• <i>SeeSaw online learning platform purchased to facilitate communication, assessment and feedback involving parents as key components.</i></li> <li>• <i>Purchase of updated assessment materials, PUMA,PIRA LASS</i></li> </ul>	<p>£ 814</p>	<p>Parent survey results confirm 96% of parents confirm that my child does well at this school- Dec 20. Used continuously during lockdown 3. Seesaw is embedded and integral to normal classroom practice. Progress tracked</p>	<p>AJ/LF</p> <p>EK</p>

<p>data in reading, writing and maths.</p>	<p><i>to ensure that months progress can be easily tracked.</i></p>	<p>£ 350</p>	<p>effectively post lockdown. Updated materials purchased Feb 21. Spring assessment completed April 21. 82% across the school have made progress. Feedback from teachers feel that these tests have an increased difficulty level compared to previous assessments. Supported by assessment calendar changes - positive impact on data analysis in readiness for September 21.</p>	
<p><u>Transition support</u></p> <p>Children who join Nettlestone Primary School from different settings or who are beginning school for the first time will become comfortable and confident with the setting before they arrive.</p>	<ul style="list-style-type: none"> <li>• <i>Welcome book created for all new starters who were not able to access usual transition arrangements prior to starting school.</i></li> <li>• <i>Social story booklet created to ensure all children transitioning to Nettlestone are aware of how things will be the same and how things will be different upon arrival.</i></li> <li>• <i>Review of school prospectus to support opportunities for familiar and confident with the setting before they arrive.</i></li> <li>• <i>Reverse mentoring meeting held within first month of return. School Cloud purchased to enable safe and effective communication with families regarding experiences of lockdown and their concerns regarding impact on their child.</i></li> </ul>	<p>£ 125</p> <p>£ 200</p> <p>£ 225</p> <p>£ 298</p>	<p>All pupils settled well. Repeating the process again this year and standard practice moving forward. PSE GLD 66.7% Pupils came back to school settled and ready to learn. First day attendance 99.03% (2 children shielding) Updated and viewed on website. Used to promote school for 21/22 tour. School Cloud to be retained with a highbred of virtual and face-to-face meetings.</p>	<p>KJH/JH</p> <p>KJH/CM</p> <p>KJH</p> <p>AJ</p>
<p><b>Total budgeted cost</b></p>				<p><b>£ 10,605</b></p>

ii. Targeted approaches				
Desired outcome	Chosen approach and anticipated cost	Anticipated Cost	Impact (once reviewed)	Staff lead
<p><u>1-to-1 and small group tuition</u> Identified children will have narrowed the gap between standardised age scores and chronological age in the academic areas identified requiring intervention following discrete periods of intervention.</p> <p>Qualitative evidence and case study material will demonstrate that children are emotionally better 'ready to learn' following intervention.</p>	<ul style="list-style-type: none"> <li>• <b>Additional Teaching hours in Y6</b></li> <li>• <b>Additional teaching support hours across the school to facilitate successful delivery of 1:1/small group interventions or to provide release time for teacher to work with 1:1 small group support.</b></li> <li>• <b>Purchase of 'Nessy', dyslexia intervention tool 35 licence.</b></li> <li>• <b>Therapeutic story writing training to support emotional literacy support for targeted pupils.</b></li> </ul>	<p>£10,377 £6,840</p> <p>£ 280 £ 265</p>	<p>Data Yr6 demonstrate: Reading 73% GDS 37% Writing 57 % GDS 17% Maths 57% 20% Impact on children - 89% increase on spelling and reading Staffing capacity issue has not enabled us to fully complete this effectively due to COVID impact on staffing. Planned for next year as part of tutor facility.</p>	<p>KJH KJH</p> <p>PM</p>
<p><u>Intervention programme</u> Case study evidence will demonstrate that appropriate interventions positively impact the lowest 20% in reading, writing and maths.</p>	<ul style="list-style-type: none"> <li>• <b>Purchase of Active Literacy support kit to promote automatic, fluent and accurate reading and spelling. Carefully structured activities to cover phonological awareness, word recognition, phonics, graphic knowledge and spelling.</b></li> <li>• <b>Additional SENCO time to ensure that all intervention programmes are fit for purpose, appropriately communicated to parents, monitored effectively and having positive impact.</b></li> </ul>	<p>£ 500</p> <p>£10,000</p>	<p>Purchased - used in 2year groups (Yrs 2 and 3). Standardised scores - 88% for children have increased and their use of phonetically plausible spelling when independent writing is now evident. All interventions were continued through lockdown period. Parents had weekly telephone calls and weekly teaching input.</p>	<p>EK</p> <p>EK</p>

			90% increase in bespoke assessment leading to 5 pupils receiving EP assessments/Pupil diagnoses.	
<u>Extended school time</u> Extra-curricular activities support and positively impact attendance, behaviour, social emotional and mental health as well as contributing to academic success.	<ul style="list-style-type: none"> <li>Breakfast club additional staffing costs to facilitate grouping of children within bubbles. Informal opportunity for hearing of readers and support for PSED activities.</li> <li>After school club provision including bespoke targeted support delivered by teachers, additional staffing required to support bubble structure.</li> </ul>	£2,925  £1,500	Emotional support provided for children that are unsettled when entering school. Increase in usage - Average number of attendance 90 - 100 per day.	KJH  KJH/SC
<b>Total budgeted cost</b>				<b>£32,687</b>

iii. Wider Strategies				
Desired outcome	Chosen approach and anticipated cost	Anticipated Cost	Impact (once reviewed)	Staff lead
<u>Supporting parents and carers</u> Parents continue to play a key role as educators and are better able to support learning at home.	<ul style="list-style-type: none"> <li>Cost of website upgrades to enable resources to be more effectively shared with parents/carers</li> <li>School Cloud purchased to facilitate improved communication between home and school.</li> <li>SeeSaw licence purchased to enable parents to have meaningful and easy access to bespoke online learning for their child.</li> </ul>	£ 650  £ 298  £ 814	97% of parents referenced that the office was more accessible. Continue to use School Cloud - ongoing. Adapted the provision going forward. % of parents responded to positive outcome.	KJH  AJ  AJ/LF
<u>Access to technology</u> Teachers facilitate effective home-learning with increased capacity to share resources and	<ul style="list-style-type: none"> <li>Visualizers purchased to facilitate remote sharing of work or modelled examples.</li> <li>Upgrade of teacher laptops to better effectively support blended learning.</li> </ul>	£ 420  £ 1,557	8 devises supplied by DfE 10 allocated by School 1 donated by public. All classes have visualisers. 7 devises purchased for	KJH  KJH

communicate learning to children.		staff with updated equipment's with greater reliability.	
<b>Total budgeted cost</b>			<b>£ 3,739</b>
<u>Summer Support</u> NA	• Universal office from each class.		
<b>Total budgeted cost</b>			<b>£47,031</b>
		<b>Cost paid through Covid Catch-Up</b>	<b>£16,320</b>
		<b>Cost paid through charitable donations</b>	<b>£ 2,000</b>
		<b>Cost paid through school budget</b>	<b>£28,711</b>