



Catch-Up Premium Plan

Nettlestone Primary School

Summary information

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| School | Nettlestone Primary School | | | | |
| Academic Year | 2020-21 | Total Catch-Up Spend | £46,663 | Number of pupils | 210 |

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

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| Maths | <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> |
| Writing | <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> |
| Reading | <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> |
| Non-core | <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> |
| Personal, Social, Emotional Education | <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 |
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| <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"> • <i>School Improvement Support - training on Information Retrieval methods 2nd week back.</i> • <i>Cost of HLTA hours to cover specialist curriculum provision within bubbles e.g. PE</i> • <i>Purchase of Spanish Scheme of Work to support non-specialist teachers working within bubbles</i> • <i>Purchase of CGP resources to support identified gaps in R/W/M</i> • <i>Purchase of Bug Club online reading scheme and new reading books to ensure that phonically matches resources are accessible from home.</i> • <i>Timetable Rockstars purchased to support remote access and improve speed and efficiency of mental recall</i> • <i>Grab bags with accessories to support high quality teaching and learning remotely (staff and pupil resources)</i> • <i>Purchase of numicon to ensure that resources do not have to be shared across bubbles.</i> • <i>Provision of personal stationary/pencil cases</i> • <i>Costs of workshops Autumn Term to supplement cultural capital opportunities.</i> • <i>Swimming fund - budget to support additional swimming lessons for those classes that have missed out due to lockdown.</i> • <i>PE Hub subscription - access to resources to support non-specialist delivery of PE throughout the school.</i> • <i>Reward certificates and prizes to engage and motivate learners across the school</i> | <p>£ 230</p> <p>£ 750</p> <p>£ 212</p> <p>£1324</p> <p>£2191</p> <p>£ 85</p> <p>£ 210</p> <p>£ 250</p> <p>£ 550</p> <p>£ 120</p> <p>£3,200</p> <p>£ 210</p> <p>£ 64</p> | | <p>KJH</p> <p>KJH</p> <p>ABe</p> <p>AJ</p> <p>LF</p> <p>HW</p> <p>KJH</p> <p>HW</p> <p>KJH Class teachers 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</p> | <ul style="list-style-type: none"> • <i>SeeSaw online learning platform purchased to facilitate communication, assessment and feedback involving parents as key components.</i> • <i>Purchase of updated assessment materials, PUMA, PIRA LASS to ensure that months progress can be easily tracked.</i> • <i>HIAS support for moderation in English and Maths plus</i> | <p>£ 814</p> <p>£ 350</p> | | <p>AJ/LF</p> <p>EK</p> |

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| closed over the academic year. This will be easily measured through the standardised assessment data in reading, writing and maths. | <i>supporting resources 'No More Marking' to ensure that teacher judgements are accurate despite being unable to physically moderate with other professionals.</i> | £ 220 | | AJ |
| <u>Transition support</u> 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. | <ul style="list-style-type: none"> <i>Welcome book created for all new starters who were not able to access usual transition arrangements prior to starting school.</i> <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> <i>Review of school prospectus to support opportunities for familiar and confident with the setting before they arrive.</i> <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> | £ 125 £ 200 £ 225 £ 298 | | KJH/JH KJH/CM KJH AJ |
| Total budgeted cost | | | | £ 11,629 |

| ii. Targeted approaches | | | | |
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| Desired outcome | Chosen approach and anticipated cost | Anticipated Cost | Impact (once reviewed) | Staff lead |
| <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 | <ul style="list-style-type: none"> <i>Additional Teaching hours in Y6</i> <i>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.</i> <i>Therapeutic story writing training to support emotional literacy support for targeted pupils.</i> | £10,377 £6,840 £ 265 | | KJH KJH PM |

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| discrete periods of intervention. Qualitative evidence and case study material will demonstrate that children are emotionally better 'ready to learn' following intervention. | | | | |
| <u>Intervention programme</u> Case study evidence will demonstrate that appropriate interventions positively impact the lowest 20% in reading, writing and maths. | <ul style="list-style-type: none"> • <i>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.</i> • <i>Additional SENCO time to ensure that all intervention programmes are fit for purpose, appropriately communicated to parents, monitored effectively and having positive impact.</i> | £ 500 £10,000 | | EK EK |
| <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"> • <i>Breakfast club additional staffing costs to facilitate grouping of children within bubbles. Informal opportunity for hearing of readers and support for PSED activities.</i> • <i>After school club provision including bespoke targeted support delivered by teachers, additional staffing required to support bubble structure.</i> | £2,925 £1,500 | | KJH KJH/SC |
| Total budgeted cost | | | | £32,407 |

| iii. Wider Strategies | | | | |
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| Desired outcome | Chosen approach and anticipated cost | Anticipated Cost | Impact (once reviewed) | Staff lead |
| <u>Supporting parents and carers</u> | <ul style="list-style-type: none"> • <i>Cost of website upgrades to enable resources to be more effectively shared with parents/carers</i> | £ 650 | | KJH |

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| <p>Parents continue to play a key role as educators and are better able to support learning at home.</p> | <ul style="list-style-type: none"> • <i>School Cloud purchased to facilitate improved communication between home and school.</i> • <i>SeeSaw licence purchased to enable parents to have meaningful and easy access to bespoke online learning for their child.</i> | £ 298 | | AJ |
| | | £ 814 | | AJ/LF |
| <p><u>Access to technology</u> Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p> | <ul style="list-style-type: none"> • <i>Visualizers purchased to facilitate remote sharing of work or modelled examples.</i> • <i>Upgrade of teacher laptops to better effectively support blended learning.</i> | £ 420 | | KJH |
| | | £ 1,557 | | KJH |
| Total budgeted cost | | | | £ 2,627 |
| <p><u>Summer Support</u> NA</p> | | | | |
| Total budgeted cost | | | | £46,663 |
| | | Cost paid through Covid Catch-Up | | £16,320 |
| | | Cost paid through charitable donations | | £ 2,000 |
| | | Cost paid through school budget | | £28,343 |
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