



## Catch-Up Premium Plan Huyton with Roby Primary School

### Summary information

<b>School</b>	Huyton with Roby Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£31760	<b>Number of pupils</b>	414

### 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'.</p> <p>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. 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.</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.</p>
<b>Non-core</b>	<p>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. trips, visitors and powerful curriculum moments.</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	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>The foundation subject 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>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</p>		KW	<p>Dec 20</p> <p>Feb 21</p> <p>Mar 21</p> <p>May 21</p>
			<b>Total budgeted cost</b>	<b>£1181</b>

**ii. Targeted approaches**

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p>Identified children will have significantly increased rates of reading fluency and comprehension. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p>	<p>Renew Readingplus subscription so that Children can access Reading plus at home at dedicated time in the IT and in the classroom in order at least 3 to 4 reading sessions. IDL subscription and Readingwise Subscription</p> <p>Subject lead to buy and embed use of reading scheme across all year groups to increase reading for pleasure and develop comprehension skills.</p> <p>To buy into the school's library service to provide high quality class reading books, fiction and non-fiction to support foundation subjects.</p> <p>In KS2 to Review comprehension and have a whole class reading learning sequence to support a consistent approach to teaching reading across the Key Stage.</p> <p>To purchase quality age appropriate reading books to send home at the start of the year.</p>		SY	<p>Dec 20</p> <p>Feb 21</p> <p>Mar 21</p> <p>May 21</p>
<p><u>1-to-1 and small group tuition</u></p> <p>To engage with the National Tutoring Programme and get 2 tutors from the chosen provider Randstad Education</p>	<p>For all children who need it, to access additional support in a small group (3 children with National Tutor only) and make at least 10% progress in English</p>		GM, SY and KW	

Using a quality assured tutor for Y6 to deliver English and Maths	and/or maths Standardise/scaled score In our school we have a proven model for tutors being effective when combined with class teachers checking impact and planning intervention delivery and TLR overseeing impact. TLR and class teachers to plan delivery and impact every week with regular reports to SLT			
<u>Interventions</u> Using appropriate intervention, such as Catch-Up from School Improvement Liverpool, supports those identified children in reinforcing their understanding across English, Maths and Science.	An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).		KW	Dec 20 Feb 21 Mar 21 May 21
<b>Total budgeted cost</b>				<b>£29,913</b>

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
To engage with the National Mentoring Programme	To support children emotionally and socially in order for them to be successful in school Removing social and emotional barriers to learning allowing children to fully engage in school learning. Small group support with restorative justice, social groups, playground model behaviour.		KW	Dec 20 Feb 21 Mar 21 May 21
<b>Total budgeted cost</b>				<b>£31094</b>