

Catch Up Premium Godinton Primary School 2020–21



1. Catch Up Premium Overview

Catch Up Premium is calculated on a per pupil basis of £80.

Total Catch Up Premium	£33,200	Number of pupils on role September 2020	415
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2. Purpose of the Premium

Since March 2020, children at Godinton Primary School have experienced significant disruption to their education due to Covid-19. For many, long periods of absence away from school, will have had a detrimental impact on their academic attainment, progress and wellbeing. It is therefore essential that strategic planning is implemented to mitigate the impact of the pandemic. The allocation of Catch Up Premium will assist us in providing the best possible support for our children, giving them good opportunities to make up for lost learning.

The Catch Up Premium will only be available for the academic year 2020–21 to mitigate the effects of the unique disruption caused by Covid-19.

3. Use of Funding

Schools should use this funding for specific activities to support their children 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.

To support schools to implement their catch-up plans effectively, EEF has also published the [school planning guide: 2020 to 2021](#). This is to provide further guidance on how schools should implement catch-up strategies following their return in September and supporting case studies to highlight effective practice.



4. EEF Recommendations

The EEF suggests that schools use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference.

These strategies may come from the following areas as suggested by the EEF:

Teaching	Targeted Approaches	Wider Strategies
<p>Examples</p> <ul style="list-style-type: none"> • High quality teaching for all • Effective assessment, including feedback • Supporting Remote Learning • Professional Development 	<p>Examples</p> <ul style="list-style-type: none"> • High quality one to one and small group tuition • Interventions • Effective Teaching Assistant Support 	<p>Examples</p> <ul style="list-style-type: none"> • Supporting pupils' social, emotional and behavioural needs • Communicating with and supporting parents • Transition

5. Impact of Restricted Opening March 2020 to July 2020 and Proposed Action

The following key issues have been identified as being hardest hit by the school closure period.

Focus Area	Impact of Restricted Opening March 2020 to July 2020	Proposed Action
Reading and Phonics	Some children received good parental support for reading during the school closure period. Parents were able to access Oxford Owl resources and the school promoted other free reading resources including suggestions for comprehension activities and questions.	<ul style="list-style-type: none"> • Additional phonics sessions to be built into timetables for Years 1 and 2 to address gaps and accelerate learning. This may include after school phonics sessions for children where more significant support is required. • Additional support with reading fluency for identified children in years R-3.



	<p>However it is evident where children have not been reading at home or where access to books or other reading resources is limited. Comprehension skills will require work.</p> <p>Some children are not as secure with their phonics knowledge and targeted support for this in Year 1 and 2 will be required.</p> <p>Many reading books did not return after school closure.</p>	<ul style="list-style-type: none"> • Structure of guided reading sessions from Year 3 upwards to be reviewed and suitable resources purchased to support if necessary. Focus on modelling comprehension skills. • Additional small group and 1:1 intervention for identified children to develop reading skills – fluency and comprehension. • Ensuring that if remote learning is required, content is robust in order to reduce the impact of any further periods of school closure. Children are suitably supported through the loan of technology. • Further assessment materials required to complete gap analysis
Writing and GPS	<p>Writing stamina will require attention with some children simply out of the habit of writing, especially for extended periods of time.</p> <p>Some children have kept up with spelling practice but not all.</p> <p>Children generally engaged well with the GPS tasks set for them during the school closure period as these were often easier for parents to support compared with extended pieces. Many parents were surprised by the high expectations required of the children in writing tasks.</p>	<ul style="list-style-type: none"> • Reduction of some curriculum content to enable more timetable allocation for writing and GPS skills. • Additional small group intervention to address gaps in writing skills, including GPS skills and to develop writing stamina during and/or after school. • Ensuring that if remote learning is required, content is robust in order to reduce the impact of any further periods of school closure. Children are suitably supported through the loan of technology.

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Speaking and Listening	The language skills of some of our younger children are a concern. The children will require additional opportunities to engage in activities to support speaking in sentences and language enrichment.	<ul style="list-style-type: none"> • Language enrichment support for lower school. • Greater allocation of time for speaking and listening within the lower school curriculum.
Maths	<p>Gaps have been identified where units of work have been missed.</p> <p>Where some children have worked hard at number bonds, multiplication tables and other key number skills and have retained knowledge, others haven't.</p> <p>The content of the maths curriculum for terms 1 and 2 will need to be reviewed.</p>	<ul style="list-style-type: none"> • Move to use of Power Maths in Years 5 and 6. • Review assessments to ensure gaps can be clearly identified. • Additional maths fluency sessions in lower school – focusing on key number skills. • Additional maths session 'Maths Too' in upper school – to address practical maths activities and to support gaps in knowledge. • Reduction of some curriculum content to enable more timetable allocation for these areas. • Ensuring that if remote learning is required, content is robust in order to reduce the impact of any further periods of school closure. Children are suitably supported through the loan of technology. • Further assessment materials required to complete gap analysis
Pastoral	Children have missed out on being with their friends and the usual social interactions such as birthday	<ul style="list-style-type: none"> • Engagement with Wellbeing for Education Return training to support the children's wellbeing.



<p>parties, play dates, clubs, activities, holidays and seeing extended family.</p> <p>Whereas some children will have had some quality time with parents who are furloughed for example, others will have had limited parental support and engagement where families have tried to juggle home schooling and work. Family difficulties during the school closure period are evident: job loss, bereavement and separation. Wider issues are also presenting such as anxiety.</p> <p>We are concerned about the physical fitness of some of our children due to sedentary habits during the school closure period.</p>	<ul style="list-style-type: none"> • Additional TA support in key year groups to provide wellbeing support, especially at transition points. • Additional pastoral sessions to be built into timetables to support wellbeing. Key wellbeing issues form the content of assemblies e.g. resilience. • Teambuilding activities put in place upon return to develop friendships and reunite classes. • FLO to provide 1:1 support for children where more significant difficulties are present and support as required for parents. • Materials produced for parents to support their children's wellbeing.
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6. Priorities for use of Catch Up Premium

- Formative Assessment to identify gaps in learning which will be addressed through high quality teaching, strategic planning and curriculum readjustment
- Identify children who will receive targeted intervention in key areas of need
- Provide high quality pastoral and wellbeing support to ensure that children are well supported in their return to school

Additional school actions to support catch up will be implemented using the school's existing budget and will therefore not be identified on this action plan. This includes addressing priorities in section 5. Further detail is provided in the school improvement plan.



Planned Expenditure			
Teaching			
Intended outcomes	How this will be actioned and anticipated cost	Impact and Review	Staff Lead
Teachers have access to suitable assessment materials which will assist in identifying gaps in learning. Gap analysis is completed and outcomes will inform future teaching and intervention.	Power Maths Assessment Books to be purchased- £800		SMT
	Reading assessment materials to be purchased - £500		SMT
Children working below expected have access to high quality texts, at a suitable level of interest which they can use in reading interventions. Support is provided through whole class guided reading resources which enable the children to develop comprehension skills through modelling and discussion.	Purchase of additional reading books - £700 Purchase of guided reading resources - £1,000		Year group teams / SMT
			Total: £3,000



Planned Expenditure			
Targeted Approaches			
Intended outcome and success criteria	How this will be actioned and anticipated cost	Impact and Review	Staff Lead
Focused small group support for Year 6 children in maths, reading and writing is provided to address gaps in learning identified through formative assessment.	<p>Additional Teaching Assistant employed from Term 1 in order to provide focused group support – £13,000</p> <p>After school writing club for Year 6 – specifically targeting those children on the cusp of expected. Delivered by Year 6 teachers in time specific block (3 hrs per week)– £1,500</p>		Year 6 Team
Focused small group support for Year 4 and 5 children in GPS is provided to address gaps in learning identified through formative assessment.	After school GPS support for Year 5 – specifically targeting those children where significant gaps have been identified. Delivered by Year 5 teachers in time specific block (3 hrs per week)– £1,500		Year 4/5 Team

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	The same for children in Year 4, delivered by TA / HLTA in time specific block (2 hrs per week) – £500		
Focused small group support for Year 3 and 4 children in maths, reading and writing is provided to address gaps in learning identified through formal assessment.	<p>Additional Teaching Assistant employed from Term 3 for Year 3 and 4 in order to provide focused group support – £9,000</p> <p>One morning of release time for each year 3 teacher for terms 3-5 in order to provide focused teacher led intervention for targeted children – £3,200</p>		Year 3/4 Team
Additional support provided for Year 2 children to improve reading fluency and develop comprehension skills.	Additional adult led reading support for identified children on a regular basis – £1,000		Year 2 Team
Total:£29,700			



Planned Expenditure			
Wider Strategies			
Intended outcomes	How this will be actioned and anticipated cost	Impact and Review	Staff Lead
Teachers and support staff are able to suitably support children's wellbeing during the pandemic.	Purchase of wellbeing resources to support small group and 1:1 sessions – £500		
			Total: £500