



SCHOLES
Scholes (Elmet)
Primary School

Catch-up premium strategy statement

Date: 2020-21

Person responsible: David Roundtree

Introduction

Children and young people across the country have experienced unprecedented disruption to their education as a result of Covid-19.

The government has announced a national programme of £1 billion of funding to support children and young people to catch up. This includes a **one-off** universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Schools' allocations are calculated on a per pupil basis: £80 for each pupil from Reception (Foundation 2) to Year 6. As the catch-up premium has been designed to mitigate the effects of the disruption caused by Covid-19, the grant is available for the 2020 to 2021 academic year only; there are currently no plans to include in schools' funding allocations in future years. The funding is provided in three instalments and draws upon the guidance outlined in the [Educational Endowment Fund's Covid-19 Support for Schools guide](#), as advocated by the DfE.

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months; they have the flexibility to spend their funding in the best way for their cohort and circumstances. This document outlines the support in place at Scholes (Elmet) Primary to make best use of the funding. Provision is planned fairly to target as many children as possible, with particular attention to those that may have been disadvantaged most by school closure.

Total number of pupils:	308	Total catch-up budget:	£80 per pupil = £24,640
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Anticipated / identified impact of lockdown

Reading:

Although we anticipate issues, Reading is likely to have been supported well by parents over lockdown. However, this has potentially led to a widened gap between the more advantaged/supported and the more disadvantaged/less supported.

- significant gaps in phonics knowledge
- attitudes to reading may have deteriorated
- weaker reading stamina
- restricted fluency
- limited exposure to a full range of texts
- weaker reading comprehension skills, particularly inference

Writing:

It was challenging to provide meaningful and accessible Writing activities that could be supported by parents at home. As a result, there are large gaps. Despite this, teachers report a very positive attitude to writing from the majority of children.

- reluctance to write
- significant gaps in phonics knowledge / weaker spelling
- less writing stamina
- weaker handwriting
- significantly more basic errors, such as capital letters and full stops
- less secure sentence structure

Maths:

There was a good deal of Maths provided for home learning. However, traditionally, this is a subject with which it can be hard to engage parents and therefore it may not have been supported as well as Reading. As a result, there are large gaps for some children.

- The core recall skills, that would have been practised regularly, are not sharp. These include times tables and addition/subtraction facts.
- Lessons to recap previous learning are needed in the teaching sequence, resulting in more time than usual needed to cover a particular area.
- Baseline tests in Term 1 show roughly half or less of each cohort are at age-related expectations.
- There are large parts of the maths curriculum (those areas that are identified on the long-term plan for Terms 4, T5, T6) that haven't been accessed. A plan is in place to address this before they come up again.

Science

Children missed two half-terms of science. There's a need to catch-up so that misconceptions don't arise and new knowledge isn't being built on shaky foundations. We can catch up on this by re-thinking / replacing some aspects of our long-term plans eg replacing a unit on working scientifically (something which is returned to regularly).

Topic

A disrupted end to the first year of our new curriculum has meant that teachers haven't had the opportunity to get to grips fully with the new curriculum, including end of year assessments. To address this, we had a good deal of CPD during lockdown to keep profile of curriculum planning and structure fresh in teachers' minds, and in 2020-21, we have allocated time for regular CPD each half-term to support teachers planning and delivery of topic and science units.

Some missed learning from summer term units for children and missed opportunity to work on children's retention of knowledge from units taught earlier in the year. To address this, we've invested in CPD on memory and knowledge retention, and we'll monitor children's knowledge to check how well this is working.

Our plans

What action are we taking?	Why are we taking this approach? Where Education Endowment Foundation (EEF) is cited, refer to: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/	How will we ensure it is implemented well?	How much do we plan to spend?
School-based: Teacher-led small group interventions	<p>EEF evidence is that those involved in one-to-one or small group tuition on average make 4-5 months' extra progress.</p> <p>In school, some pupils have been identified as being individuals who would benefit most from additional tuition sessions from staff.</p>	<p>Assessments: accelerated progress in core skills Reading, writing and maths attainment will be assessed. <i>19.11.20 email from VL: 'Just wanted to let you know that [the teacher] is already having an impact with her Thursday intervention day. She uses every minute of the day, we can see progress in the children she has worked with (phonics is looking very promising now) and she is matching the learning to exactly what the children need.'</i></p>	<p>£8,736</p>
School-based: Teaching Assistant-led small group and individual interventions	<p>We want our children to catch up on specific gaps in their learning and/or be fluent readers across the curriculum, and practice leads to fluency. See the EEF evidence (above). EEF conclude TAs who provide purposeful support can have greater impact. EEF also indicate that those involved in one-to-one or small group tuition on average make 4-5 months' extra progress.</p> <p>Internal data analysis shows the programmes we use in school have had positive impact to help pupils make accelerated progress.</p>	<p>Assessments: accelerated progress in core skills Reading, writing and maths attainment will be assessed, as above.</p>	<p>£9,525</p>
School-based: Reading corner books	<p>Reading is always a priority in our school. Our library is well-stocked and we have a good bank of class novels and other reading resources.</p> <p>However, we want to maximise reading opportunities with books that are easy to 'dip into' – non-fiction 'lists and facts' books and poetry books.</p> <p>These might also enhance pupils' subject knowledge, an aspect missed during school closure.</p>	<p>Assessments: accelerated progress in reading skills Reading fluency will be assessed. Reading comprehension will be assessed.</p> <p>Positive attitudes Teachers will feed back about pupils' attitudes to the new books. Pupils will tell us what they think. <i>01.12.20: 'The books are engrossing, fascinating and we're learning quite a lot from them.'</i> (Y6 pupils)</p>	<p>£1,603</p>

	The books will appeal to all, and may have particular appeal to those who were most disadvantaged by the school closure.		
School-based: Year 1 outdoor resources	<p>Children in Year 1 have missed half of the Foundation 2 year – a year that’s important in providing the foundation stone for future success by developing characteristics of effective learning through adult-led and child-initiated play and other activities. Additional outdoor resources will support this. They will also mean teachers can support and challenge smaller groups in the classroom at particular points in the day.</p> <p>EEF evidence around outdoor adventure learning and collaborative learning supports investment in outdoor resources.</p>	<p>Positive attitudes School leaders will monitor the planning and implementation for use of the new resources, and assess impact.</p>	£1,000
Home-focussed: Home learning	The home learning page on our website features lessons that children can do at home. Primarily intended for those who are self-isolating, they also support parents / carers who wish to supplement the lessons in school with consolidation or booster lessons at home.	<p>Positive attitudes We’ll gather the views of parents / carers eg feedback emails.</p>	£1,500
Home-focussed: Home learning bags	<p>We’ve previously provided home learning bags using pupil premium. Feedback from parents and children was good.</p> <p>The bags will be aimed at three phases: Early Years, Y1,2 and Y3,4. Each bag will contain resources to support and engage children to learn and practise skills at home (eg writing materials, books, calculator). We hope this will support parents / carers and engage children to be active, motivated learners at home.</p>	<p>Positive attitudes We’ll seek the views of parents / carers eg in parent-teacher meetings.</p>	£925
Home-focussed: Fully subsidised revision books	<p>Rather than home learning bags, our older children (Y5,6) will receive a pack of revision books designed to boost skills through practice at home in an engaging way.</p> <p>We’ve provided similar books in the past and feedback from parents and children was good.</p>	<p>Assessments: accelerated progress in core skills Reading, writing and maths attainment will be assessed.</p> <p>Positive attitudes We’ll seek the views of parents / carers eg in parent-teacher meetings.</p>	£830
Home-focussed: White Rose Maths, NumBots, TTRS, Phonics Play	We invest in curriculum-based online subscriptions that support learning both at home and school. These are reviewed annually to make sure we get value for money.	<p>Assessments: accelerated progress in core skills Reading, writing and maths attainment will be assessed.</p> <p>Positive attitudes</p>	£323

	Using catch-up premium, we'll enhance the subscriptions we have with some new ones and some 'bolt ons'.	We'll gather the views of parents / carers eg feedback emails.	
Home-focussed: Virtual workshop to support parents with home learning	We host a range of workshops to guide parents/carers when they support their child's learning. This year, we've hosted these online.	<p>Assessments: phonics We'll analyse the outcomes of screening checks in Y1,2,3, comparing them to national figures in 2020-21 and school data in previous years.</p> <p>Positive attitudes We'll gather the views of parents / carers.</p> <p>25.11.20: Workshops were well attended, particularly the phonics one. Following requests from parents, we plan to record the presentation on phonics again. <i>'Thank you for these sessions – really appreciate the support with home learning.'</i> <i>'Thank you very much, very informative and useful! '</i> <i>'Thank you very much for this! I will definitely refer back to this slide show to help at home! '</i></p>	£56
Total:			£24,498 (£142 underspend – contingency)