



Catch-Up Premium Plan

Summary information					
School	Constantine Primary School				
Academic Year	2020-21	Total Catch-Up Premium Funding	£14,400	Number of pupils on roll:	181
				% of Disadvantaged Pupils:	(20+4) 13%

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 children whose attainment and progress will have suffered the most. 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	EEF Recommendations
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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.

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 (or change language/description to meet your school style)

The school has identified three aspects to categorise the impact of school closures on learning. These are:

- Missed learning
- Lost learning
- Rusty learning

Missed Learning: These are the planned learning elements that the children did not do. It is crucial to identify these missed learning opportunities so that class teachers can factor this into their planning, and ensure discrete teaching in these areas takes place.

Lost learning: This category is for learning that had taken place, but was not secured into long-term memory sufficiently enough and, as a result, has been lost. This area is being targeted through small group intervention work.

Rusty learning: This often relates to quick recall of key facts, and is evident in the children's ability to recall their sounds to support them to read and spell, their handwriting skills and Maths fluency. Key skill sessions have been timetabled in daily to help children rebuild these skills quickly.

Planned Expenditure	Chosen Action/ Approach	Teaching whole class Year Group	Targeted	Wider Strategy	Impact (once reviewed)	Staff Lead	Approx Cost £
Reading	RWI phonics 1:1 with identified individuals Particular focus on early reading and phonics. This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary Additional time to practice basic skills. This will be dependent on need of children in order to re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing) and there will be flexibility on timetables to allow this. Supported by additional staffing to develop the outcomes of children who have been identified as needing "catch up" in their learning.					CS/GD	<i>£900.00 summer 1&2</i>
	Teach monster to read app. Reception and Year 1. Reading practise to help develop fluency Y2 Whole Class guided reading to develop skills of inference.						CS
Reading and spelling	Purchase Nessy To support pupils with missed and lost learning learn to read, write, spell and type, especially those who learn differently or who have gaps in their knowledge and understanding as a result of Lockdown. Nessy offers the complete of multisensory products aimed at making learning to read, write and spell fun. children play games and the increased level of engagement leads to dramatic improvements. Each child receives instruction tailored to his or her specific needs. Multisensory activities are used to teach reading and spelling at the same time. A highly structured, sequential, cumulative and systematic phonics based learning program. KS1 pupils will access NEssy in the afternoons so they don't miss out on essential learning of other subjects. Before school interventions could be organised with some parents. Nessy also has a feature which will enable work to be set as home tasks should children be isolating or there be another lockdown. £3.00 per pupil and 50 licences requested					LM	£150 Spring 2021

Writing	<p>Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt targeted teaching accordingly. Fund additional support staff to enable and develop the outcomes of children who have been identified as needing “catch up” in their learning.</p> <p>Small group interventions/targeted teaching by teachers following reflections from progress books. Allowing children to build resilience and stamina for writing and good learning behaviours. Regular practise of key skills: Handwriting, forming sentences by orally rehearing them first then writing then and editing skills. TA supply costs: Year 4 x 4 ams x 6 weeks in Summer 1 Year 5 x 4pms x 6 weeks in summer 1</p>				LM	£1600 Summer 1&2
	<p>Y2 Handwriting: Daily handwriting in Y2 in Summer 1 to support with formation and fluency.</p>				CW	£576.00 Summer 1 Aut £1k
	<p>Focus on consolidation of basic skills. The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation</p>				teachers	
	<p>Vocabulary training course for teachers with Tre and PET- How to teach vocabulary and use Tier 2 and 3 vocab explicitly when teaching</p>				GP	£120.42
Maths https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/	<p>Plus 1 and Power of 2 Precision teaching to build confidence through 1:1 coaching. Rapid reinforcement through repeated maths practise. Building blocks to understanding numbers. To provide intervention to address areas of need identified in support plans.</p>					£15.99 £18.95
	<p>White Rose Premium membership Vimeo videos to support TAs and parents with pre teaching, small steps and consolidation. Can also be used for remote learning. £20x6 classes</p>				Teachers	£120
	<p>Times Table Rock Stars and Number Bots subscription Whole school access for all pupils encouraging the use of number facts and timetables to support rapid recall.</p>					£168.82
	<p>National tutoring programme/Third space learning (85% funded): 15 sessions per child and 2/3 will be DA 10 pupils, 2 blocks of 15 £82.50 per child</p>					£4kAut 2021
Wellbeing/ Behaviour	<p>Time spent on mental health, wellbeing and social skills development. This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months. Whole school focus on: 1. Keep children safe 2. Lower their anxiety about current situation 3. Make them laugh 4. Make them feel loved 5. Teach them</p>				Teachers	ongoing
	<p>YST membership- webinars and staff training in Chateez to ensure pupils have a voice. This is already funded through the sports partnership with P College. The Chateez add on is £35.00</p>				CG	£35.00 through Sp Premium
	<p>Teaching children to develop strategies to relax and refresh their minds – taking good care of their mental health. Children will have strategies to regulate their emotions and be in a better position to learn.</p>				Teachers	
	<p>Daily relaxation and refresh opportunities for: • Sensory breaks • Yoga (during lockdown also weekly for ALL pupils)</p>				Teachers CG	

