



Catch-Up Premium Plan

Cherry Orchard Primary School



Summary information					
School	Cherry Orchard Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£34,480	Number of pupils	431

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	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

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'.</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.</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. GPS specific knowledge has suffered, leading to a 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>
Reading	<p>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>
Non-core	<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 which are still not allowed e.g. trips and visitors. Lack of physical exercise during school closure has meant that some pupils are less co-ordinated and fitness levels have dropped which may have had an impact on our already high obesity levels for the local area.</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>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths which supports the teaching for mastery approach.</p> <p>Collaborating with the EEF local consortium to provide training to support great teaching.</p>	<p><i>Staff training on how children learn focusing on short term to long term memory.</i></p> <p style="text-align: right;"><i>(£625)</i></p> <p><i>Purchase additional manipulatives for EYFS/KS1/KS2.</i></p> <p style="text-align: right;"><i>(£800)</i></p> <p><i>Working with the EEF and HAOS making a difference to disadvantaged pupils training programme.</i></p> <p style="text-align: right;"><i>(£500)</i></p>		<p>AT</p> <p>EE/SK/CA</p> <p>AT</p>	<p>Nov 20</p> <p>Feb 21</p> <p>July 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><i>Refine assessment policy to ensure teachers know what gaps in learning pupils remain, use of SIMS to record assessments as well as purchasing reading Nfer assessments to track pupils progress over each term.</i></p> <p style="text-align: right;"><i>(£1000)</i></p>		EE/KST/HJ	July 21
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Cherry Orchard have an opportunity to become familiar and confident with the setting before they arrive. Pupils moving from one year group to the next are able to meet their new teacher. Parents are able to ask questions of the new key stage.</p>	<p><i>A presentation of Cherry Orchard Primary School is arranged and shared with all new-starters. Additional time is made to cover the teacher so that they can have phone calls with their new starter so that the child is confident in joining COPS. Year 3 parents have the opportunity to join a Google Meet session to find out more about KS2. Staff are trained to use the systems.</i></p> <p style="text-align: right;"><i>(£200)</i></p>		EE/AT/SA	Ongoing
Teaching and whole school budget cost				£3125

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group speaking and listening</u></p> <p>Identified children will have significantly increased rates of speaking and listening. They will be able to communicate more effectively and will be able to access the rest of the curriculum. They will become confident members of their classes.</p>	<p>WELLCOMM training to be provided by HLTA to deliver specific speaking and listening intervention for pupils across EYFS, KS1 and targeted pupils in KS2 which is then delivered by additional teaching assistants.</p> <p style="text-align: right;">(£23,985)</p> <p>Additional PPE (screen) purchased to enable intervention across phases.</p> <p style="text-align: right;">(£750)</p>		<p>AJ/MDS</p> <p>PH</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Intervention programme – National Tutoring Programme</u></p> <p>Connex tuition partner: 3 x group of 3 in Y1, Y4 and Y5 for reading or maths support.</p>	<p>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).</p> <p style="text-align: right;">(£549)</p>		AT	July 21
<p><u>Intervention in school</u></p> <p>Reading and maths interventions are delivered with fidelity to a target group of pupils from Y2 to Y5.</p>	<p>A teacher and 2 grade 3 TAs are trained to deliver Project X Code confidently to support pupils in Y2 to Y4 who are behind with phonics.</p> <p style="text-align: right;">(£1360)</p> <p>A teacher and 2 grade 3 TAs are trained to deliver Success at Arithmetic interventions confidently to support pupils in Y3 to Y5 who are behind in maths.</p> <p style="text-align: right;">(£1680)</p>		EE	Dec 21
<p><u>Extended school time</u></p> <p>Improvement of mathematics basic skills and how to apply these to solve problems.</p>	<p>Extra-curricular weekly maths booster sessions for 30 pupils in Year 5 – Autumn term, 30 Year 3 – Spring term and 30 Year 4 Summer term.</p>		EE/HN	Ongoing

		(£4875)		
Targeted approaches budgeted cost				£33,199

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting health and wellbeing of pupils</u> Encourage pupils to participate in PE lessons, reduce the financial strain on parents and ensure pupils are warm enough in school to undertake learning when windows are open during the winter for ventilation purposes in accordance with the COVID-19 risk assessment.	<i>School to fund school tracksuits for all pupils from Nursery to year 6.</i> (£8,400)		AT	Dec 20
<u>Access to technology</u> Pupils have access to suitable technology to support their home learning.	<i>School to purchase Chromebooks for parents to buy and these to be subsidised by the school.</i> (£1000) <i>Laptops for children to access remote lessons.</i> (£9500)		PH	Feb 21
<u>Summer Support</u> NA				
Wider strategies budgeted cost				£ 18,900
Total budget cost				£55,224
Cost paid through Covid Catch-Up				£34,480
Cost paid through charitable donations				£0
Cost paid through school budget				£20,744