



## School name: COVID 19 Catch Up Premium Funding 2020-21



The government has announced £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.

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 per pupil. 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](#). See also the Education Endowment Foundation (EEF) [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

### Catch up funding allocation 2020-21 (paid in 3 tranches during the year)

School Name	Number on roll	Catch up funding per pupil	Total funding 20-21
<b>Stoneferry Primary</b>	172	£80	<b>£13,760</b>

## Priorities for 2020-21

The following key strategies have been identified for 2020-21 to address gaps in learning and support pupils to catch up on lost learning.

1. 'SPACE' recovery curriculum for all pupils (see below)
2. Baseline assessment and gap analysis for all pupils to accurately identify where support is to be targeted
3. Early reading and phonics through the introduction of the Read Write Inc programme
4. Targeting reading fluency at Key Stage 2 to ensure all pupils are able to become fluent readers
5. Professional development and training for all staff around phonics and reading
6. 20/21 White Rose Maths curriculum adopted to include catch up content through all units of work
7. Intervention programmes and 1:1 tuition
8. Develop a programme of home learning (academic and pastoral)
9. Jigsaw, Headstart and ELSA programmes to support pupils' emotional wellbeing
10. Embed metacognition strategies

### SPACE Recovery Curriculum:

Throughout the Autumn Term and into the Spring Term, the curriculum will be adapted to prioritise the following areas:

**Safety and security** – Looking after ourselves, being safe and feeling safe

**Physical Activity** – Being active and healthy, getting regular exercise, playing sports and games

**Academic Standards** – Learning in school and at home, addressing gaps in learning, a broad curriculum with a focus on core skills

**Creativity** – Self expression, working together, rebuilding concentration and stamina

**Emotional Wellbeing** – Managing feelings and behaviour, mental health and wellbeing, Personal Social Health Education

## **A tiered approach**

At Stoneferry Primary School, our approach to catching up on lost learning is based upon the principles outlined in the EEF Guide to Supporting School Planning, which aims to support school leaders with their planning for the academic year 2020-21. It proposes a tiered model that focuses upon high quality teaching, targeted academic support and wider strategies to aid school leaders' existing school improvement planning efforts.

The 3 tiers are:

### **Tier 1. Teaching**

Great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital as schools plan for all pupils to return in the upcoming academic year. Prioritising high quality instruction in the classroom setting has new-found logistical barriers, but the principles of great teaching remain unchanged. Having deep subject knowledge and a flexible understanding of the content being taught is clearly important.

High-quality assessment and sustained professional development are essential to great teaching. This year, more than ever, this needs to be supported by effective remote curriculum provision should unplanned school closures occur.

### **Tier 2. Targeted academic support**

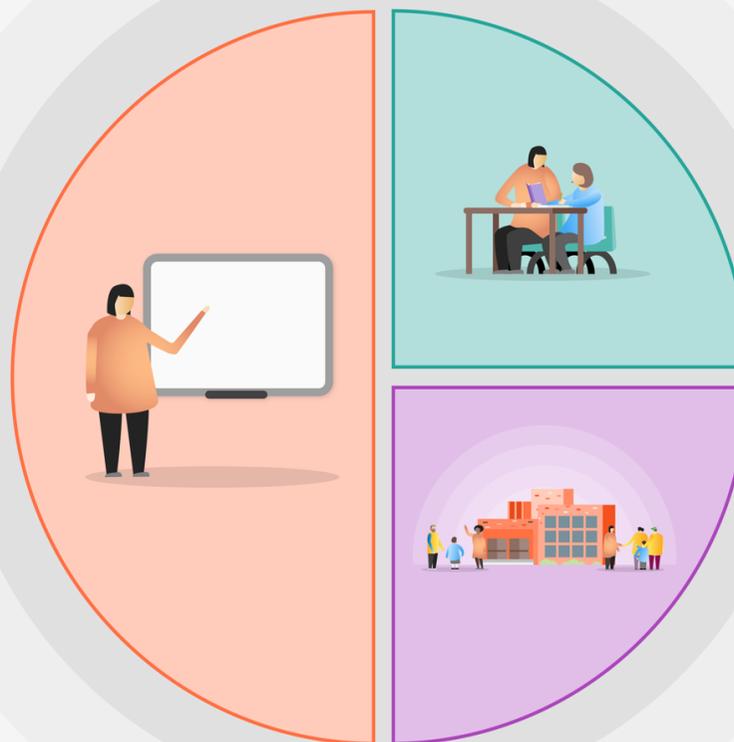
Evidence consistently shows the positive impact that targeted academic support such as intervention programmes and 1:1 tuition can have, for those pupils who are not making good progress or who have significant gaps in learning. Considering how classroom teachers, teaching assistants and external partners can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, will be a key component of effective planning for the new academic year.

### **Tier 3. Wider strategies**

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. These local needs and challenges will be different for every school community.

## 1 Teaching

- ‘SPACE’ recovery curriculum from September 2020 to focus on Safety, Physical activity, Academic standards, Creativity, Emotional wellbeing.
- Emphasis on core subjects through quality first teaching during Autumn.
- Baseline assessments in September to identify gaps in learning to inform curriculum planning / intervention groups.
- Ongoing assessments to identify pupils who require additional Tier 2 support.
- Whole school focus on reading fluency: Read Write Inc Programme.
- CPD for all staff (reading / phonics).
- White Rose maths curriculum.
- Home learning programme.
- Jigsaw / PSHE curriculum.
- PE and sports provision to maintain physical health and wellbeing.
- Time for creative lessons to develop resilience, concentration and self expression.
- Embedding metacognition strategies.



## 2 Targeted academic support

- Intervention programmes based on question level analysis from baseline assessments.
- ‘Keep up’ groups targeted following half termly Read Write Inc assessments.
- Fresh Start programme in Y5/6.
- One to one support for targeted pupils.
- High quality SEND provision including personalised programmes.

## 3 Wider strategies

- ELSA programme to support emotional wellbeing.
- Attendance support for vulnerable families.
- Welfare phonecalls for all pupils who are isolating.
- School meals hampers for all FSM pupils if bubble closes.
- Additional safety measures to support risk assessments for staff / pupils / families.

## Action plan and proposed catch up spending

Action / Tier	Intended Outcome	Evidence / Rationale	Cost: Core budget Catch up fund	Led by	Impact
<p><b>1. Teaching</b></p> <p><b>3. Wider strategies</b></p> <p><b>Embed SPACE curriculum throughout school</b></p>	<p>Improved standards through focus on core subjects, improved physical and emotional health. Full broad and balanced curriculum in place by Summer 2021. Metacognition strategies embedded through curriculum.</p>	<p>Carpenter et al 2020</p> <p>DFE guidance 2020</p>	<p><b>Core Budget</b></p>	<p>JR/LN</p>	<p><b>Autumn</b></p> <p>Evidence that core subject focus throughout Autumn term is addressing issues caused through lost learning, although additional time has had to be allocated to maths provision at KS2 as significant content has been missed. Additional focus has also been given to Reading with additional daily lessons delivered to improve reading stamina and retrieval skills. Emotional wellbeing support has been effective, pupils have settled well despite ongoing disruption caused by bubbles closing and pupil self isolation. Due to the ongoing absence of the EWO, due to Covid 19 related reasons, much of the work required has been delivered by other members of staff and has added to staff workload. Pupil surveys show pupils feel safe and supported and are happy to be at school.</p> <p><b>Spring</b></p> <p>Spring term assessment following lockdown 2, demonstrated that the school's decision to use the focused Recovery Curriculum had made a good impact. Despite a second lockdown, the school performed strongly in comparison to Trust schools. Analysis of data has taken place and intervention targeted for the remainder of the academic year which is detailed below</p> <p><b>Summer</b></p> <p>For the summer term, subject leaders have chosen the key areas of knowledge to be taught by staff and devised clear, sequential lessons in line with the school's long term plan. Children have the exposure to a broad and balanced curriculum. The school continues to follow its principles for delivering core subjects, with as much opportunity for Reading being included in the Foundation subjects also, with a clear classroom focus on vocabulary.</p>

<p><b>1. Teaching</b> <b>2. Targeted support</b> <b>Standardised baseline assessments for all pupils</b></p>	<p>Gaps in learning identified through QLA Autumn interventions accurately informed by assessments. Evidence of good progress for all pupils from baseline to end of year assessments</p>	<p>EEF Covid 19 support guide: 'Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support.'</p>	<p><b>Core Budget</b> <b>£288</b></p>	<p><b>Autumn</b> Analysis completed including question level analysis through KS2. Data shared and discussed with staff members. Target groups identified and intervention provided where necessary through quality first teaching and additional afternoon learning where needed. Maths and Reading curriculum adapted to address identified gaps in knowledge. Specific focus on key skills in each subject delivered. Additional teaching delivered in Basic skills to address need. Intervention groups decided based QLA and previous year's data analysis.</p> <p><b>Spring</b> Mid year pupil progress data shows:</p> <p><u><a href="#">Data summary overview</a></u></p> <p>The data shows a strong performance in Reading. Performance in Maths is now being addressed. Areas of the curriculum lost through Summer 2020, and then through 2020-21 as a result of focus on solidifying key concepts in line with the White Rose Hub, meant that much of the content in the tests was inaccessible and therefore, children of all abilities did not score as strongly. The data demonstrates that this was a difficulty across the Trust.</p> <p><b>Summer</b> <u><a href="#">End of year progress data shows...</a></u></p>
<p><b>1. Teaching</b> <b>2. Targeted support</b> <b>Train all staff on Read Write Inc phonics and early reading</b></p>	<p>All staff in all year groups have required skills to teach phonics and reading fluency so all pupils who require support can be targeted.  Additional support days delivered to RWI lead</p>	<p>Ofsted EIF overview of research 2019.</p>	<p><b>Catch up fund</b> <b>£800</b> <b>£400</b></p>	<p><b>Autumn</b> Training completed for all staff including teaching assistants. Cost of training as well as additional hours. Ongoing weekly monitoring from RWI leads and SLT show that the impact of RWI is already visible. Children are making accelerated progress with learning new sounds and are carefully assessed so that they are continually making progress. Observations show improved subject knowledge and a consistent approach to delivery across EYFS and KS1. Children have engaged with the scheme extremely well and end of autumn term assessments show significant progress.</p>

					<p>Our key focus is ensuring that any child in Year 2 who is currently unable to pass the phonics screen will do so by the end of Year 2 and that fluency in reading is achieved.</p> <p>Additional development day in Autumn 2 has further improved practice. All phonics interventions are run by trained staff, including Key Stage 2.</p> <p>Spring term During the Spring term. CPD continued remotely for all staff who deliver RWI to ensure that skills remained high.</p>
<p><b>1. Teaching</b> <b>2. Targeted support</b> <b>Introduce and embed Read Write Inc for phonics / early reading</b></p>	<p>All pupils in EYFS, Y1, Y2 plus any non secure readers in Y3/4 benefit from a structured, proven approach to become fluent readers. Regular diagnostic assessments ensure 'keep up' programme / 1:1 so no child is left behind.</p>	<p>Ofsted EIF overview of research 2019. English Hub support.</p>	<p><b>Core Budget</b> <b>£6800</b> <b>Catch up fund</b> <b>£3000</b></p>		<p><b>Autumn</b> RWI programme up and running from September 20. Some disruption to groupings Autumn 2 due to Covid and staff absences. This has impacted on pupils groupings although programme has continued. EYFS have combined to make one bubble which allows for flexibility in groupings, and Year 1 and 2 do mix for phonics but always in a socially distanced manner, so that the programme can have as much impact as possible. 2<sup>nd</sup> assessment round used to identify all pupils requiring intervention and catch up. Daily intervention is delivered by our two RWI leads across KS1 and EYFS. Impact of this intervention and the RWI scheme is clear. And has resulted in many children moving forwards in groupings. The support during our development day was especially useful in supporting our RWI leads with assessment and movement of pupils within the scheme. This movement has impacted on our resources with an additional £1700 being spent from the core budget.</p> <p>Spring During the Lockdown, the school continued to provide live or recorded lessons for RWI as well as Remote Learning materials linked to the children's current RWI level. All children were assessed in F1 and 2 during the lockdown, and in Year 1 and 2 this took place immediately as the children returned on March 8<sup>th</sup>.</p>

					<p>Children were regrouped at the end of the Spring term in preparation for the summer term and additional after school clubs, and the national tutoring programme used to target key children.</p> <p>Summer</p>
<p><b>2. Targeted support</b> <b>Introduce and embed Fresh Start intervention programme</b></p>	<p>All non secure readers in Y3/4 benefit from a structured, proven approach to become fluent readers</p>	<p>EEF trial 2015 Ofsted EIF overview of research 2019. English Hub support.</p>	<p><b>Catch up fund</b></p> <p><b>£300</b></p> <p><b>£2500</b></p>		<p><b>Autumn</b> Assessments completed to identify pupils in need of Fresh Start programme by EYFS lead. Resources were initially delayed, but are now available and being used effectively in afterschool reading intervention sessions</p> <p>RWI being delivered daily to group of Year 3 and 4 pupils who still require phonics support. Wherever possible this group is split by two members of staff to target key children more effectively. RWI lead oversees delivery and additional training has been given.</p> <p>Spring</p> <p>Summer</p>
<p><b>1. Teaching</b> <b>2. Targeted support</b> <b>RWI spelling programme</b></p>	<p>Structured spelling programme in place for all pupils who have completed RWI programme, which builds on RWI skills.</p> <p>Spelling interventions to support pupils identified as requiring additional catch up support (not already covered by RWI or Fresh Start)</p>	<p>Read Write Inc English Hub</p>	<p>?</p>		<p><b>Autumn</b> Assessments completed through KS2 to group pupils according to spelling ability. Programme to run from January 2021.</p> <p>Spring</p> <p>Summer</p>
<p><b>1. Teaching</b> <b>Adapt maths scheme of work to</b></p>	<p>All maths units include recap steps in addition to age appropriate</p>	<p>White Rose Maths Hub materials.</p>			<p><b>Autumn</b> Autumn maths curriculum successfully adapted to include recap steps prior to core year group content. Additional time has been needed to address</p>

<p><b>include recap steps in addition to core teaching.</b></p>	<p>learning ensuring lost learning is covered. Additional time devoted to maths throughout Autumn Term to embed core learning.</p>	<p>EEF Covid 19 support guide: re quality teaching</p>		<p>identified gaps in learning. Impact on standards has been an improvement in arithmetic skills for pupils and improved ability in all 4 operations which can now be applied across a broader maths curriculum during the Spring term.</p> <p>Daily Quickstart activities embed these 4 operation skills and ensure that children continue to remind themselves on set strategies.</p> <p>Afternoon intervention is provided daily for classes in KS2 to address children with specific areas of difficulty.</p> <p><b>Spring</b> The school continued to deliver the White Rose Hub during the Spring term. End of unit assessments were completed.</p> <p>The school has chosen to continue with the planned White Rose Hub scheme of work in the summer term, as SLT believe that failure to do so would create even bigger gaps in knowledge&gt; Use of school Quickstarts and regular arithmetic work will target the material that has already been covered. This reflects the needs of the children following the Spring Assessments. Impact will be seen in the end of Summer term assessments.</p> <p><b>Summer</b></p>
<p><b>2. Targeted support Intervention programmes, one to one support, extended school time</b></p>	<p>A range of small group interventions and one to one tuition are provided over and above core subject teaching time to target pupils who require catch up support beyond quality first teaching. Clear entry and exit criteria enable progress to be measured accurately.</p>	<p>EEF Covid 19 support guide: ‘In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.’</p>	<p><b>Catch up Funding</b></p> <p><b>£ 2000</b></p> <p><b>£2000</b></p>	<p><b>Autumn</b></p> <p>Intervention programmes established in Year 3 / Year 4 and 5 focusing on maths through the Autumn Term and consolidating arithmetic skills. The impact on standards has been improved calculation skills which will be assessed in January but can be seen in weekly mini tests.</p> <p>An additional teaching assistant had to be hired to provide this intervention.</p> <p><b>Half termly Read Write Inc assessments have been used to identify pupils requiring catch up work and 1:1 support in phonics. 28 pupils have received this support during the Autumn Term. The impact on standards has been:</b></p> <p><b>F1 – 100% of those children are now at ARE</b></p> <p><b>F2 – 60% of those children can now blend therefore at ARE and 100% know 20 letter sounds therefore at ARE</b></p> <p><b>Y1 – 100% of children who could not blend can now blend and have moved up at least 1 RWI group</b></p>

			<p><b>£2627</b></p> <p><b>£3254.67</b></p>	<p><b>Y2 - 100% of children who could not blend can now blend and have moved up at least 1 RWI group</b></p> <p><b>Additional 1:1 reading support has been given to targeted children in Year 2. This covers 4 hours a week. This is led by a teaching assistant and overseen by the school's reading lead.</b></p> <p>Additional interventions have also run in Year 4 and 5 to address Reading. Afterschool groups have run 4 days a week to target specific children in Year 4 and 5. These sessions last 30 minutes and focus on reading stamina. These children will be closely monitored during assessments in January. Progress is visible in work in books for pupils who have regularly attended the sessions.</p> <p>Additional afternoon reading intervention has taken place across KS2 delivered by newly hired teaching assistant. This support focuses on reading fluency and retrieval skills as directed by the class teacher.</p> <p>Spring Year 4 and 5 Reading data</p> <p>During the Autumn term after school clubs were provided by a TA for children in Year 4 and 5. During lockdown, the Head of School continued to provide this support remotely.</p> <p>Following return to school on March 8<sup>th</sup> children were assessed.</p> <p>Children attending additional Reading interventions after school</p> <p>Year 5 – 8 children</p> <p>September Baseline – 25% ARE, 75% WTS Spring Assessment – 12.5% GD, 75% ARE, 12.5% WTS</p> <p>Year 4 – 9 children</p> <p>September Baseline – 77% ARE, 23% WTS</p>
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				<p>Spring Assessment – 89% ARE, 11% GD (Children who remained at ARE, boosted their scores from borderline ARE to secure)</p> <p>Summer During the summer term, the 10 hours of provision for same day intervention delivered by additionally employed TA ended due to this staff member leaving the school.</p> <p>The 10 hours were distributed in the following way:</p> <p>2.5 Hrs – TA given additional hours on a Friday afternoon to provide catch up funding. Teachers direct work given and completed. This TA has also moved from supporting Year 6 full time to provide additional support on 3 afternoons across key stage 2 and 1 afternoon supporting children with SEND.</p> <p>3 Hrs – ELSA additional support. Following the return to school following Lockdown 2, the SLT and DSL were aware of a greater number of children being in need of emotional support. This was affecting their work in class. Currently one of the school’s ELSA’s is on long term leave and therefore capacity had been already reduced. It was agreed with the Primary Executive lead that catch up funding could be used to provide 3 additional slots for ELSA after school. This has provided much needed support to 3 children.</p> <p>1 Hr – After school support for 9 Y1 children currently not making the expected standard in reading. Sessions focus on speed sounds and short reading tasks linked to the RWI scheme and are delivered by a trained TA.</p> <p>2Hrs – 2 separate 1 hr sessions for children in Year 2 currently not working at the expected standard. These sessions are on two separate days after school and provide support for 14 children. Speed sounds and reading tasks based on current RWI levels are delivered by a trained TA.</p>
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					<p>4x0.25 hrs – After school reading sessions are now running for 45 minutes each day and not 30 minutes. This is targeting 8 children in Year 5 who are currently working just below the expected standard in Reading.</p> <p>In addition the Head of School now provides after school Reading support remotely to a group of 8 children in Year 4.</p>
<p><b>1. Teaching</b>  <b>2. Targeted support</b>  <b>3. Wider strategies</b>  <b>Ensure quality home learning support programme for all pupils unable to attend school.</b></p>	<p>Weekly home learning activities set to support any pupils who have to isolate.  Remote learning activities and live lessons provided where bubbles close.  Remote learning covers the same objectives as class lessons so pupils unable to attend do not fall behind their peers.</p>	<p>Gov.uk 'Remote Education Good Practice.'  EEF Covid 19 support guide:</p>			<p><b>Autumn</b>  Weekly home learning activities posted on website through Autumn Term. All pupils unable to attend school have been able to access home learning materials via website or through home learning packs. Laptops provided for families with limited technology at home to improve home learning access. All pupils have been given access to and have trialled Microsoft Teams. This will be used in case of a bubble closure. Spring term will be used to ensure no remaining children are unable to access this from home. Parents have commented favourably about the use of Teams.</p> <p><b>Spring</b>  During the second lockdown, the school provided Remote Learning through Teams. Training was provided for staff to upskill them and a thorough system of learning was put in place so that the children's learning was impacted as little as possible by not attending school.  The support provided to children involved instantaneous feedback to work posted through Teams and continued the expected coverage as would have been on offer had the school not had to close. Additional gaps in learning did develop for certain children due to lack of engagement, and some of these children from Year 4 were selected for the National Tutor programme  Mid year pupil progress data shows...</p> <p>Data following Lockdown 2 was strong within the trust. Although weaker in Maths this was a result of coverage rather than learning in most cases. The school is focusing heavily on Same Day intervention with the HEadteacher also teaching as much as possible to support the children.</p> <p><b>Summer</b>  End of year progress data shows...</p>
<p><b>2. Targeted support</b>  <b>Target pupils who need additional</b></p>	<p>Pupils most in need of additional support are offered additional tutoring / catch up</p>	<p>National Tutoring Programme</p>	<p><b>To be developed</b></p>		<p><b>Autumn</b></p> <p><b>Spring</b></p>

<p><b>support through National Tutoring Programme</b></p>	<p>provision through National Tutoring Programme</p>	<p>EEF Covid 19 support guide: Targeted support</p>	<p><b>during Spring term</b></p> <p><b>£1000</b></p>	<p>Summer</p> <p>14 children are currently enrolled on a 10 week programme with teaching Personnel. They receive tailored support directed by their teacher and delivered remotely by a qualified teacher. Each child receives 2 x 45 minute sessions per week. This targets 1 child individually from Year 4 focusing on S&amp;L, Reading nad Writing, 4 children in pairs from Year 4 working on Maths/ reading and 9 children in Y2 working in groups of 3</p> <p>All children selected are currently working below the expected standards for their age range, or did not engage fully with the online provision during the second national lockdown.</p>
<p><b>3. Wider strategies Provide additional support for mental health / emotional wellbeing through Headstart / ELSA / Jigsaw programmes</b></p>	<p>Jigsaw and PSHE programme in place to support emotional wellbeing needs of all pupils. Additional targeted support for pupils most affected by COVID 19 through ELSA to improve readiness for learning.</p>	<p>EEF Covid 19 support guide: Wider strategies</p> <p>Headstart programme</p>	<p><b>Core Budget</b></p> <p><b>£2340</b></p>	<p>Autumn</p> <p>The school are currently running two Jigsaw modules this term in each year group to cover the required areas and catch up on those missed in the summer term. Emotional well-being is at the forefront of all thinking and despite being without the school's EWO for the duration of the second half term, staff have provided excellent support to pupils. Specific children have been targeted to ELSA to help support them during this time and staff are able to refer when necessary despite the school only having 1 of its 2 ELSAS available.</p> <p>Spring</p> <p>Summer</p> <p>Additional time provided after school ( 3 hours) redistribution of hours from separate target.</p>
<p><b>3. Wider strategies Ensure additional pastoral support for pupils unable to attend school</b></p>	<p>Welfare calls to pupils unable to attend school, with strong links to safeguarding team.</p> <p>Food parcels provided to families eligible for FSM</p>	<p>EEF Covid 19 support guide: Communicating effectively with families</p>	<p><b>Core Budget</b></p> <p><b>£2340</b></p>	<p>Autumn</p> <p>The school continues to work with Pelican Park to provide support packages on a weekly basis to a number of families within the school community. Additional vouchers for FSM children as well as food parcels have been provided too when a child or bubble has isolated for a prolonged period of time.</p> <p>The school has obtained a number of laptop devices which are being used to support children during their absence and ensure they can access the home learning provided.</p>

	IT devices provided for families unable to access home learning.				Spring NA Summer
	Attendance support provided for vulnerable / at risk families.				

**Total expenditure on catch up provision 2020/21:**

**Expenditure from core budget: £ 11768**

**Expenditure from catch up fund: £ 17,871**