



## Catch-Up Premium Plan - Pinner Wood School

Summary information					
<b>School</b>	Pinner Wood Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£49,760	<b>Number of pupils</b>	662

### 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

## Identified impact of lockdown

<b>Maths</b>	<p>Maths attainment and progress remain fairly high across the school. Pupils had access to live maths teaching and pre-recorded lessons every day during lockdown. 'Disadvantaged' learners in four identified year groups are underperforming compared to their peers but in the other year groups, they are in line with their peers for Maths attainment. During lockdown, it seems parents were most confident to support this subject at home, even if they do not speak English as their first language. Teachers are finding that small gaps can be filled with pre-teaching and TA led intervention groups. Teachers are looking carefully at their planning and adapting to go over units that need a bit of extra focus, due to being harder to teach online.</p> <p>Where children do need more support, recall of basic skills has suffered – some children are not able to recall and apply addition facts, times tables and have forgotten once taught calculation strategies. A focus for extra support is on times tables and mental recall in lower key stage two and an extra emphasis on the use of concrete resources and strategies for learners with gaps is paramount.</p>
<b>Writing</b>	<p>The main impact on writing throughout lockdown was the increased use of ICT to access learning. This resulted in children largely relying on typing skills to complete and submit their school work. Writing tasks were set each week and feedback given but these were typed and not written. We sent home exercise books for handwritten tasks and continued to provide these on demand but, due to Covid restrictions, were not able to monitor the quality and quantity of work completed. As well as this affecting stamina, fluency and handwriting quality, many children have forgotten basic spelling and grammar as they either did not write enough or relied on 'autocorrect' on devices. Writing attainment across the school is lower than reading and maths. Prior to lockdown, we had begun to close the gap between reading and writing attainment and progress across the school. We are also finding that this was the area that families found harder to support their children with during lockdown. For the majority, families focused more on maths skills than writing. This is an area that we are targeting back at Pinner Wood.</p>
<b>Reading</b>	<p>There was a wide variation in the amount and quality of reading that children experienced during lockdown. Some read more than ever and had access to many books at home as well as eBooks (and parents were in a position to buy new books). Some only had 2 school books and a limited amount of other reading material at home. The school purchased online texts and these were set weekly, but again some children did not access this offer. Phonics is a clear gap lower down the school. We continued to teach live phonics session (three times a week) for EYFS children and those still on Read, Write Inc phonics in Key Stage 1. We also purchased additional phonics programmes for pupils to access at home. However, we recognise that this does not replace daily teaching in school. Data is showing us that some children in Year 1 and EYFS have gaps in phonics knowledge. There are also children in Year 2 and lower Key stage 2 that need some additional support. This is an area that we will focus on in the summer term to ensure children have secure phonic knowledge.</p>
<b>Non-core</b>	<p>Throughout lockdown we continued to offer the full curriculum to our pupils so there are less gaps than there could have been. However, there are some gaps in knowledge for children who could not complete this learning. Children have also missed out on the curriculum experiences which offer cultural capital related to topics e.g. trips, visitors and powerful curriculum moments. We did offer this by using virtual experiences but this does not replace experiencing the real thing.</p>

**Priority 1: Supporting pupils and staffs mental, emotional health and wellbeing (To include transition)**

Desired outcome	Chosen approach and anticipated cost	Costing	Impact (once reviewed) (RAG)	Staff lead	Review date?
<p><u>Transition support</u></p> <p>Year one have needed the most support to transition back into full time schooling. Missing their transition term in Reception means gaps in learning as many skills and concepts would not have been previously taught at all as well as missing the focus that is placed on learning behaviour which normally prepares them for KS1.</p>	<p><i>Y1 team attended online training aimed at managing y1 transition in the current context</i></p> <p><i>SLT (KS1 lead, AHT, DHT) supported y1 team more in PPA</i></p> <p><i>More resources ordered to support play-based learning for a longer transition time in year one across a wider range of subjects.</i></p>	<p><b>£185.00</b></p> <p><b>£1,200 - supply costs</b></p> <p><b>£568.52</b></p>	<p>Year 1 staff have attended the course and as a result have put in place addition strategies and adapted the curriculum and timetables accordingly to meet the needs of the Year 1 children. Progress and attainment in Year 1 is good. Recent writing moderation evidenced progress and good levels of pupils on track at 1W in March 21</p>	<p>JD, EA, CM</p> <p>HM, HL, JBr</p>	<p>Ongoing</p>
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home through the implementation of SeeSaw programme. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p>	<p><i>Additional online learning resources will be purchased, such as Spelling Shed /Maths Seeds to support children reading at home.</i></p> <p><i>Extra iPads ordered to ensure greater access within class bubbles (enabling better sharing of learning between home and school and ensuring children have skills needed to access online learning)</i></p>	<p><b>Not from COVID COST</b></p>	<p>Resources purchased- 50 DFE laptops came and our IT technician prepared them for use.</p>	<p>GW</p> <p>GW</p>	<p>Feb 21</p> <p>Feb 21</p>

Children are loaned iPads to access online learning in event of bubble/school closure if do not have own and have not accessed through social services funding (survey to identify)	<b><i>iPads loaned to those identified as needing.</i></b>				

<b>Priority 2: To promote reading and oracy</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>		<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<u>1-to-1 and small group tuition- Phonics and reading</u> Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.	<i>1:1/small group phonics support will be targeted at year one and any children from y2 up who are not at an age expected level of fluency with their basic decoding skills</i>  <i>Targeted writing intervention groups- focussing on the basic skills and application across the school</i>  <i>Year 5 1:1 tuition for Maths</i>	<b>£ 23,088 BK SALARY</b>  <b>£2,500 - N Adam</b>	BK is teaching small groups of pupils identified as having gaps/ or having fallen behind. BK is teaching reading and phonics in years 1 and 2 including RWI and writing in years 3,4 and 5. Children are making good progress  NA is teaching maths 2:1 in Year 5. Children are making good progress	ET/KS leader s/SLT JBr	Feb 21- July 21        Feb 21- July 21

More independent reading texts which match directly to phonics are needed across EYFS and Year One.	<i>Purchase new independent reading texts matched directly to phonic teaching (Read Write Inc Books - Reception)</i>	<b>£1,306.08 - Read Write Inc Books</b>	Cost Read Write Inc books for reception. Reading is being closely monitored and interventions put in place by EYFS staff as needed. Reception RWI to be taught across bubbles following March assessment.	JBK	Sept 2020
Read write Inc Refresher Training for all staff	<i>Update all staff in Read Write inc methods ready to go back to teaching in groups.</i>	<b>£800 00</b>	Staff confident and ready to teach targeted groups of read Write inc.	ET	May 2021
<u>Intervention programme</u>  Reading Eggs <b>£991.80</b>  Spelling shed <b>£469</b>  Maths Seeds <b>£1306.08</b>	<i>Interventions have been identified and purchased. Children have been able to access these while learning remotely</i>  <i>Total cost:</i>	<b>£2,766.88</b>	Feedback from children and parents has been favourable. The games have engaged and motivated pupils and parents have found the programmes accessible and useful, as measured by feedback survey	ET	July 21

<b>PRIORITY 3: Addressing gaps – Socially, emotional, academically, physically</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>		<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
Children will increase and regain their physical fitness	<i>Running coach to come into school to: Work with Year 6- Summer 2021 Running coach to run weekly after school clubs for 3 /4 and 5/6 in the Summer Term</i>	<b>£1,080.00</b>	Started but not finished.	SM/JBr	July 2021

<p><u>Supporting great teaching:</u> Restructure TA support within the bubble system so that all classes up to year 6 have access to assigned support.</p> <p>Further support for EYFS to allow for targeted intervention to address identified gaps (summer Term)</p>	<p><i>All bubbles have a teacher and TA – TA supporting intervention / learning within bubble.</i></p> <p><i>Additional TA support in EYFS</i></p> <p><i>Additional TA support in Key Stage 2 – one adult per bubble to support intervention</i></p>	<p><b>£ 6,131</b></p> <p><b>£6,989</b></p>	<p>This has been successful. The children are happy and settled in their bubbles and feel secure and safe with their set spaces and adults. Teachers and TAs have really got to know their children and have been better able to meet needs during this unprecedented time.</p>	<p>DP</p> <p>ET/JBa</p>	<p>Reviewed March 21, June 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and deploy 'Assessment for Learning' strategies to continually review and adapt the pitch and pace of lessons- addressing gaps but moving forward.</p>	<p>AHT and KS1 lead to attend and disseminate AFL course</p> <p>Teachers to use Target Tracker app to track achievement within lessons on a daily/weekly basis</p>	<p><b>£560.00</b></p> <p><b>£1,827</b></p>	<p>Both attended and have cascaded training to staff. Next steps- to install the Target tracker APP</p>	<p>HL HM</p>	
<p><b>Total budgeted cost:</b></p>		<p><b>£49,000</b></p>			