

Catch-Up Premium Plan 2020-21

Balance carried forward 2021 – 2022. End of Year Review

Summary information					
School	Thrapston Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£35760	Number of pupils	447
	2021-2022				

Guidance	
<p>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.</p> <p>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 in three tranches. The school has received the first payment of £9,380. Payment two is due early 2021, the final payment is due summer 2021. All payments have been received.</p> <p>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.</p>	
Use of Funds	Education Endowment Fund Recommendations
<p>Thrapston Primary School will use this funding for specific activities to support our pupils to catch up for lost teaching over the previous months, in line with the guidance on <u>curriculum expectations for the next academic year</u>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p>

<p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <u>coronavirus (COVID-19) support guide for schools</u> with evidence-based approaches to catch up for all pupils. Thrapston Primary School has used this document to aid the direction of our additional funding in the most effective way.</p>	<ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology
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Identified impact of lockdown	
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of the learning journey. 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. This is reflected in arithmetic assessments.</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. Grammar and punctuation specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected but have not made the progress they would have done if in school. Those who did not write as much during lockdown and the subsequent summer break have had to work additionally hard on writing stamina, accurate grammar techniques and improving their motivation due to the lack of fluency in their ability to write.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who do not is now increasingly wide. The bottom 20% of readers have been disproportionately affected.</p>
Foundation Subjects	<p>Children have missed a number of Experiences (whole units of work) 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.</p> <p>Children have also missed out on curriculum experiences such as trips, visitors and powerful curriculum moments.</p>

Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting effective teaching:</u></p> <p>Subject leaders are aware of the impact of missed learning in their subject areas. This is disseminated to staff through online staff meetings. Planning over time is adjusted to backfill knowledge gaps.</p>	<p>Additional release time for teachers to research and plan. Subject leaders to focus on book scrutiny, data analysis, common misconceptions across the school and where possible pupil voice.</p> <p>(No additional cost as release time has been planned in for this year)</p>	<p>All subject leaders have worked alongside year group staff to produce skills and knowledge progression documents for all subjects. These documents detail the skills and knowledge that all children need to have secured by the end of each year group from Early Years to the end of Year 6. Teachers are using these alongside knowledge organisers to ensure gaps in skills and knowledge are identified following school closures. Subject leaders have taken part in monitoring activities to identify best practice and next steps. Action and Impact documents are held by all subject leaders and SLT to track improvement.</p>	SM	July 21

<p><u>Whole School Approach to Writing</u> Identified children with insecure understanding in writing structures will be able to improve their basic sentence structures so that they can more successfully access classroom learning closing the academic gap that has developed.</p> <p>To sharpen the teaching and learning of writing within classroom.</p>	<p>Teachers prepare children for writing by modelling the ideas, grammar or techniques of writing. It is research informed and practically applies evidence into effective best bets for improving writing outcomes.</p> <p>(Cost NIL)</p>	<p>All teachers are using the correct terminology and teaching SPAG techniques correctly, as seen in book scrutinises and lesson observations, which are used consistently across the school. Learning outcomes information is held by class teachers, English Lead and SLT, this information has been shared with FGB. End of year moderation activities included sharing outcomes and gap analysis information with receiving teacher to ensure correct target cards are in place for the beginning of the year. English subject leader has an overview of these moderation outcomes and gap analysis.</p> <p>This information will form the bases of the work of the subject leader in the new academic year.</p>	<p>NB</p>	<p>July 21</p>
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<p><u>Independence and fluency in reading</u></p> <p>Individual, group and class reading opportunities will have been missed by many throughout lockdown. Confidence and competence to read independently and fluently may have decreased and alongside this, the reading skills that are taught via the reading domains will not have been accessed through home learning.</p>	<p>Use of IDL reading assessments to ensure that teachers are clear on the gaps in reading.</p> <p>Subject leader reviewed the expectations for reading, in particular guided reading.</p> <p>School purchased the Accelerated Reader Programme</p> <p>(Cost £4842)</p>	<p>IDL reading assessments were completed at the start of the year and at key points during the year, with end of year assessments completed.</p> <p>Progress information has been complied and shared with the FGB.</p> <p>The school has rolled out Accelerated Reader across the school. All children from Years 1 – 6 have reading books matched to their reading ability as identified by Star Reader.</p> <p>Lesson Observations show that there is a consistent approach to guided reading across the school with reading target cards being used to support assessment information.</p> <p>Progress made by individual and groups of children has been shared with class teachers.</p>	NB	July 21
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<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 of confidence and accuracy of assessments.</p>	<p>Purchase IDL assessment package to support teachers to ensure a clear baseline and gap analysis</p> <p>(Cost £698)</p>	<p>IDL assessments were completed at the start of the year and at key points during the year, with end of year assessments completed. Progress information has been complied and shared with the FGB. Gap analysis has been shared with the receiving teachers to ensure these can be prioritised at the start of the academic year.</p> <p>Assessment information across the school has been changed to be a more child focused assessment.</p>	SW	July 21
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<u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling at Thrapston Primary have an opportunity to become familiar and confident with the setting before they arrive.	A virtual tour of Thrapston Primary available on the school website is shared with all new- starters. (Cost Nil -videos and presentations created in- house)	Parents of EYFS children and those starting in other year groups reported that the tours supported them to be able to talk to their children before starting in our setting. Welcome packs were also created for all children with the class staff and key information about the classroom and buildings in them, these were shared with parents and children prior to starting.	SP	July 21
Total budgeted cost from Catch Up Funding Grant			£5540	

Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><u>Small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency. 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.</p> <p>Children that have identified gaps in their mathematical understanding will begin to be able to increase their understanding and thus close the attainment gaps.</p>	<p>Small identified groups of intervention on a 1:4 or lower basis to address gaps in mathematics and writing. (Costings based on staff hour – see below)</p> <p>Purchase of additional Reading books (Cost £290)</p> <p>Purchase of touchscreen laptops to support intervention programmes (£5740)</p>	<p>Interventions took place across the year, assessment information gained and shared with key staff. Evidence shows that this has improved maths and reading scores and outcomes. Clear analysis of the gaps have been shared with receiving teachers.</p> <p>Laptops are available for children across the school to access intervention programs in small groups.</p>	<p>SW</p> <p>SW</p>	<p>Feb 21/ July 21</p> <p>July 21</p>
<p><u>Intervention programmes – Drawing and Talking Therapy and ELSA</u></p> <p>Children are more able to regulate their emotions and control their behavior. They are better able to access an academic curriculum and most importantly have higher self-esteem, this allows them to thrive in the world around them.</p>	<p>Trained member of staff in Emotional Literacy Support and Drawing and Talking Therapy, a highly effective person- centred therapeutic play-work approach. Drawing and Talking technique is a safe, short term, time-limited therapy to be used with anyone (age 5+) who has suffered trauma or has underlying emotional difficulties. It supports those who are not realising their full potential either academically,</p>	<p>The Pastoral Care team have supported a number of children with the drawing and talking and ELSA interventions. SDQ's have been completed with the children who attended prior to starting and at the end point. Scores show for the large majority of these children the areas of concern have improved. For the other children further therapeutic work has been identified.</p>	<p>SW/PCT</p>	<p>July 21</p>

	<p>professionally or socially through drawing. ELSA is an initiative developed and supported by educational psychologists, who apply their professional knowledge of children's social and emotional development to areas of need experienced by pupils. They provide on-going professional supervision to help maintain high quality in the work undertaken by ELSAs, thereby helping to ensure safe practice for ELSAs and pupils alike.</p> <p><i>(Cost £300 for ELSA supervision)</i></p>			
<p><u>Targeted Support: EYFS</u></p> <p>Children showing weakness in their oral language skills.</p> <p>Many of the Reception children have not attended nursery since March 2020 and as a result have weaknesses in their oral language skills which will impact on their reading.</p>	<p>Apply to become part of the Nuffield Early Language Intervention. The Nuffield Early Language Intervention (NELI) is an evidence- based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading (EEF recommended).</p> <p>Key staff to attend training. TAs to deliver over 30 weeks in groups of three to four children. (Free through EEF)</p> <p>(Staff costs – see below)</p>	<p>Key staff trained in the NELI approach, this has been rolled out across EYFS for those children who were identified as would benefit from it.</p> <p>A significant improvement has been observed in the scores achieved by all children. The mean improvement in scores was 38 and an overall progress measure of +1.14 was achieved which is more than expected. A decision has been made to run the NELI intervention for future reception cohorts if assessment information shows it is required.</p>	EYFS SENCO	July 21
Total spend on Catch Up as of Dec 20			£11,870	

Catch up funding balance remaining as of Dec 20			£23,890	
	Staffing costs to deliver the 1:1 and group interventions including the NELI intervention for the September 2021 reception cohort. Total staffing costs as of March 2022 (£6623.29)			
	Class set of 30 HP X360 touchscreen laptops for use across the curriculum, including to support computing units and for carrying out Accelerated Reader assessments. (Cost £4110)	Children each have a standard laptop for typing and productivity, but they can also flip the display around and use the touchscreen feature as a tablet. Assessments can be completed without impacting on the computing timetable. Computing units requiring touchscreen, photography, video and animation can now be taught.	SW	Sep 21
<u>Independence and fluency in reading</u> The Accelerated Reader programme (above) has supported teachers to ensure that reading books are closely matched to children's reading abilities. Assessment information is used effectively to inform the teaching of reading.	Renewal of Accelerated Reader for 2021/22. (Cost £3933)	Teachers have an effective assessment tool to monitor the progress of reading for all children. Children have access to an online library of reading books, matched to their reading abilities.	NB SW	Dec 21
Children's books are organized into Zones of Proximal Development. The Zone of Proximal Development (ZPD) defines the readability range within which pupils should read to best develop their reading, while avoiding frustration. We require additional books to ensure texts are available at all levels.	Purchase additional books for accelerated reader boxes - 1.2 - 1.9 2.0 – 2.9 3.0 – 3.9 (Cost £701.49)	All reading levels are well matched to reading books for children from years 1 to 6.	NB	Dec 21

<p><u>Systematic Synthetic Phonics</u></p> <p>Accelerated reader does not effectively support the assessment of reading in Early Years as it starts from a stage where children are already secure with their phonics knowledge. Read, Write Inc has been selected as the school's approach to teaching systematic synthetic phonics. Read Write Inc (RWInc) is a phonics complete literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling.</p>	<p>Online RWI subscription and resources.</p> <p>(Staff training and other costs are being paid from Recovery Premium.)</p> <p>(Cost £482.52)</p>	<p>Daily phonics sessions are effectively taught using Read, Write Inc.</p> <p>Reading books are closely matched to individual abilities and progress in Early Years.</p> <p>The school demonstrates fidelity to an approved scheme.</p>	SW	Dec 21
<p><u>Teaching assessment and feedback</u></p> <p>IDL Maths and English has been an effective provision for individuals and groups (see above). Home use has been enabled to allow all children to practice reading, writing and maths skills at home.</p>	<p>Additional subscription for the 2021/22 academic year purchased.</p> <p>(Cost £498)</p>	<p>All children have home access to IDL maths and English which can be used to support home learning/homework.</p> <p>IDL interventions support and improve the progress made by individual children in reading, spelling and maths.</p>	SW	Jan 22
<p><u>Practical maths</u></p> <p>In maths, children need access to practical resources to support their learning. Number Stacks uses a unique combination of stackable place-value counters to help children master the foundations of the number system.</p>	<p>Purchase Number Stacks resource packs for KS2.</p> <p>(Cost £210)</p>	<p>All children using number stacks within lessons have made progress with place value objects as shown on individual target cards in books.</p>	SW	Jan 22
<p>Total allocated spend on Catch Up as of March 22</p>			<p>£28,428.53</p>	
<p>Catch up funding balance remaining as of March 22</p>			<p>£7331.41</p>	

Allocation of remaining funds for 22/23 financial year.				
	<p>Staffing costs to deliver the 1:1 and group interventions from April 22 to March 23.</p> <ul style="list-style-type: none"> • This includes the 3rd round of NELI interventions (see above) for the September 2022 reception cohort. • 30 hrs teacher time to launch, assess and provide tuition for Read, Write Inc phonics in Early Years. • 2 x afternoons per week TA support for IDL interventions. <p>Total staffing costs for the financial year (£4858.62)</p>			
<p><u>Systematic Synthetic Phonics</u></p> <p>Read, Write Inc phonics is used for daily phonics lessons. More able year 2 phonics groups have been assessed as ready to move on to learning alternative spelling patterns.</p>	<p>Purchase Read, Write Inc Spelling intervention programme for Year 2.</p> <p>(Cost £37)</p>	<p>Read, Write Inc teaches spelling cumulatively and systematically with deliberate, focused practice. The teaching strategies and spelling activities from Read Write Inc. Phonics are built upon. The school shows fidelity to a scheme.</p>	June 22	SW
<p><u>Teacher assessment and feedback</u></p> <p>Teachers have effective tools to support the assessment of reading. Children are familiar with the Star Assessments in English and teachers felt a similar assessment tool was required for maths. Renaissance Star Maths is a computer-adaptive assessment, using sophisticated item calibration and psychometrics to adjust dynamically to each child's unique responses. The tests can be taken at any time throughout the year and as often as</p>	<p>Purchase Renaissance Maths.</p>	<p>Following assessments, teachers are provided with a National Curriculum year group maths level for each child. Teachers will also be given individual reports detailing a Norm Referenced Standardised Score: How a child compares nationally with others of a similar age,</p>	June 22	CH

results are required.		Percentile Rank: A norm-referenced score that provides a measure of a child's score compares with other children of the same age nationally and a Scaled Score: A measure of a child's progress against the expected standards in the new maths curriculum.		
	(Cost £1859.80)			
Total allocated costs in the 22/23 financial year from the Catch Up funding balance			£6825.42	
Total Catch up funding balance remaining			£575.99	

