

Gig Mill Primary School

Catch-Up Premium Plan 20/21

Summary information					
School	Gig Mill Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£12,040 Autumn '20 £16,055 Spring '21	Number of pupils	602

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
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown

Maths	<p>Specific content has been missed in Summer '20, leading to gaps in learning. Children still have positive attitudes to maths and lockdown experiences have been different with some not accessing lessons online.</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 in turn has slowed the sequence of learning journeys.</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. SPAG specific knowledge has suffered, leading to 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 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 frequently and those children who don't, is now widened. The bottom 20% of readers have been disproportionately affected.</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 e.g. trips, visitors and powerful curriculum moments.</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
<p><u>Supporting great teaching:</u></p> <p>Gig Mill have adopted a 'recovery curriculum' for the initial return to school from September 2020. This approach is research based and building on school successes in June 2020; focus is on pastoral care, mental wellbeing and building positive relationships in order to rebuild positive learning behaviours and pupil engagement.</p>	<p><i>INSET day time in June and September</i></p> <p><i>Curriculum planning time for all year groups (INSET and allocated CPD time)</i></p> <p><i>Additional time for teachers to research and plan recovery curriculum. Release time and additional cover will be required to facilitate.</i></p>		AH	
<p><u>Teaching assessment and feedback</u></p> <p>Pupils starting points have been taken as at March'20, gaps in learning identified from summer term coverage from the previous year group. Autumn '20 will start with this teaching before starting the current year group plans. Eg Y3 will start with Summer term year 2, and move onto Y3 curriculum</p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform the taught curriculum. Focus on Reading & Maths term 1, Writing term 2, Science & Humanities term 3.</p>	<p><i>Year group planning and CPD time to:</i></p> <p><i>Rewrite curriculum plans</i></p> <p><i>Transition meetings for existing and new teaching staff to transfer records, and have discussions</i></p> <p><i>Reading release time</i></p> <p><i>Maths release time</i></p> <p><i>SEN release time</i></p>		AH	July 21
<p><u>Supporting great teaching:</u></p> <p>The IL curriculum (foundation subjects) will be planned taking account of 'lost' summer term learning. In many areas 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. Reading resources across school have been reorganised into 3 zones and year group bubble resources. This supports pedagogy and learning.</p>	<p><i>Additional time for teachers to research and plan non-core subjects on INSET and staff CPD.</i></p> <p><i>Purchase additional manipulatives for EYFS/KS1</i></p> <p><i>Purchase additional reading resources for Phonic Stages 2 and 4</i></p> <p><i>Purchase additional online reading resources Bug Club to support remote learning and reading progression</i></p>		AH Subject leaders	Feb 21 Feb 21

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching: Intervention</u></p> <p>Flexible use of staffing in order to support targeted interventions: September – mental wellbeing, identifying pupils and families needing additional support and signposting to agencies. (AH, AS, JJ, JG, EP service and school nurse) October – Language – Speech & Language in EYFS, Phonics in EYFS, Years 1,2,3, Reading in all year groups October – Year 6 Maths intervention targeting FSM / PP</p>	<p>Flexible use of staffing in order to support targeted interventions: September – mental wellbeing, identifying pupils and families needing additional support and signposting to agencies. (AH, AS, JJ, JG, EP service and school nurse) October – Language – Speech & Language in EYFS, Phonics in EYFS, Years 1,2,3, Reading in all year groups October – Year 6 Maths intervention targeting FSM / PP November – Year 1 language intervention</p>		AS	
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and comprehension. 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>October – Language – Speech & Language in EYFS, Phonics in EYFS, Years 1,2,3, Reading in all year groups October – Year 6 Maths intervention targeting FSM / PP November – Year 1 language intervention</p>		AH	Feb 21 Feb 21
<p><u>Intervention programme</u></p> <p>An tailored Maths intervention, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p><i>An intervention is planned for based on needs for individuals, 3 different small groups identified. Staff deliver interventions twice weekly for each Year 6 group.</i></p>		AH NP	July 21

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. 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>A strong home offer is now in place. A new improved platform is available and all staff trained in its use (Purple Mash/Evidence Me)</p> <p>Ordering laptops from the Government scheme and instigating a full site survey in school of connectivity in order to better position in school to support remote learning</p>	<p><i>Reading homework throughout October.</i></p> <p><i>November additional online learning resources will be purchased, 'Bug Club' to support children reading at home.</i></p> <p><i>Spelling homework will be re-introduced across school in November following class catch up, so that children can practise spellings at home.</i></p>		AH	Feb 21
			AH	Feb 21
			Total budgeted cost	£ 6,294
			Cost paid through Covid Catch-Up	£24,560
			Cost paid through school budget	£2,759