



# Catch-Up Premium Plan

## Cherry Tree Hill Primary School

### Summary information

|                      |                                 |                               |        |                         |     |
|----------------------|---------------------------------|-------------------------------|--------|-------------------------|-----|
| <b>School</b>        | Cherry Tree Hill Primary School |                               |        |                         |     |
| <b>Academic Year</b> | 2020-21                         | <b>Total Catch-Up Premium</b> | £47360 | <b>Number of pupils</b> | 647 |

### 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

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.

### EEF Recommendations

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

|                 |   |
|-----------------|---|
| <b>Maths</b>    | Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an enthusiasm for maths and lockdown has not affected their attitudes however there are gaps in learning that need to be addressed.<br>Recall of basic skills– children are not secure in the fluent recall of addition facts and times tables and previously taught calculation strategies need to be revisited.                           |
| <b>Writing</b>  | Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Previously taught GAPs specific knowledge needs to be revisited in order to enable children to write with increased fluency and stamina. During the time spent away from school, many children lost connectivity with peers and teachers and, alongside this, the motivation to engage with the writing process. |
| <b>Reading</b>  | During the time spent away from school, many children have had restricted access to quality texts which encourage engagement and a love of reading. Some children have spent a limited amount of time reading and have not had the opportunity to interrogate a text in a way which develops their understanding. In some cases, retention of phonic knowledge has been negatively impacted and, as a result, fluency in reading has slowed.                      |
| <b>Non-core</b> | There are now gaps in knowledge –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 a number of curriculum enhancements such as trips, visitors and Cherry Tree Hill passport experiences.   |

**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 subjects 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, we have bought additional resources across the school and cleaning materials to enable them to be used.</p> | <p><b>Teaching and Learning team have had additional non-contact time to devise the Catch-Up/Recovery Curriculum. Subject Leaders have additional time to support this.</b></p> <p><b>Fully equipped pencil cases for all children, sensory room and equipment, continuous provision materials.</b></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><b>Purchase and implement the Rising Stars National Test-style Standardised Assessments suite. Complete termly tests and record assessments on MARK to identify gaps an on Insight to track performance.</b></p>   |                        |            |              |
| <p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Cherry Tree Hill have an opportunity to become familiar and confident with the setting before they arrive.</p>  | <p><b>A virtual tour of Cherry Tree Hill Primary School is arranged and shared with all new-starters. Release time arranged for staff to make the video and prepare for meetings.</b></p>   |                        |            |              |

| ii. Targeted approaches   |  |                        |            |              |
|---|--|------------------------|------------|--------------|
| Desired outcome   | Chosen action/approach   | Impact (once reviewed) | Staff lead | Review date? |
| <p><u>1-to-1 and 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><b><i>Baselined and identified children who need extra support and provide additional teaching time for Y2 &amp; Y6 children (10 extra days per week)<br/>5 days per week KS1<br/>5 days per week Y6</i></b></p>                            |                        |            |              |
| <p><u>Intervention Spaces</u></p> <p>Create better intervention spaces for KS2 children including an intervention room.</p>   | <p><b><i>Reorganise resources across the school to create an intervention room with appropriate furniture, stationary and technology.</i></b></p> <p><b><i>Additional PPE (screen) purchased to enable intervention across phases.</i></b></p> |                        |            |              |
| <p><u>Emotional Support</u></p> <p>Children will be better supported to manage their emotions through targeted approaches.</p>  | <p><b><i>Build and resource a sensory room (The Den)<br/>Employ a Pastoral Lead in a fully resourced office.<br/>Mental Health Training for Leads and Staff.<br/>Autism training for staff.</i></b></p>  |                        |            |              |

| 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>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p> | <p><b><i>Additional online learning resources will be purchased, such as Accelerated Reader, Tapestry, See-Saw and Bug Club to support children reading at home. Likewise, Spelling Shed will be purchased so that children can practise spellings at home.</i></b></p> <p><b><i>2-week home-learning paper packs are printed and ready to post for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i></b></p> |                        |            |              |
| <p><u>Access to technology</u></p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>  | <p><b><i>Purchase 30 Chromebooks, 2 trolleys and amend RM SLA to include management of Chromebooks. This will enable the existing stock of laptops to be allocated to teachers. Chromebooks can now be used by the children to support the curriculum. They can also be leant to parents to support home-learning if needed.</i></b></p>  |                        |            |              |

## COVID catch up funding – Appendix 1

The COVID catch up fund, as previously mentioned, is designed to support schools in catching up the lost learning from the pandemic. However, the funding provided does not adequately balance the needs and requirements needed to keep the school open.

In order to keep schools safe, clean and fully open for children, many measures have had to be put in place. These measures are outside of costs normally spent by schools and so there are significant supplementary budget costs which are being spent.

At Cherry Tree Hill, we know that the best way for the children to learn well and for the learning to have the most impact, is for the children to be taught by their class teacher in their classroom in the school environment. Every effort has been made to ensure that the children have the right resources to learn well, and that the classrooms and whole school environment have been made as safe as possible. The longer we can keep the school open and not close bubbles, the bigger impact we can have on 'catching up'.

To highlight the additional costs for schools in maintaining high levels of cleanliness and resourcing, the (approximate) costs have been added below:

| <b>Additional Measures</b>  | <b>Cost</b>                           |
|---|---------------------------------------|
| Cleaning hours  | £6000                                 |
| Cleaning materials<br><i>Sanitiser, soap, disinfectant, towels,</i>   | £7000                                 |
| Signage, fencing and screens  | £1000                                 |
| Heating costs<br><i>Heating on for longer due to ventilation, hot water due to increased hand washing</i>           | £1000<br><i>Dependent on weather</i>  |
| Supply teachers<br><i>2 weeks supply in case of isolation</i><br>(We cannot claim on insurance for isolating staff) | £2000                                 |
| Supply TAs<br><i>2 weeks supply in case of isolation</i><br>(We cannot claim on insurance for isolating staff)      | £1200                                 |
|   |                                       |
| Total Cost  | £15000 + any additional supply costs/ |

Supply costs are impossible to predict at the current time, but could range up to and beyond the amount given for catch up funding.

The purpose of this appendix is to highlight that whilst the catch up funding is vital for schools, the reality is that schools are spending out on other things in many ways which have not needed to be covered before and would not necessarily have been budgeted for.