



Catch-Up Premium Plan

Greenmount Primary School

Summary information					
School	Greenmount Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£34,720	Number of pupils	437

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

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. 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. GAPS 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 had little access to reading during lockdown as many of our families have very few reading books at home. Many children were able to access online reading schemes such as Bug Club but this is challenging due to large families, many of whom have English as an additional language. There are huge gaps in pupil's phonic knowledge in Early Years and KS1. The gaps are less obvious in KS2 where children read fluently but had little opportunities to practice their skills.</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 date?
<p><u>Supporting great teaching:</u></p> <p>The core 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>Continues work with the Jerry Clay English Hub and the West Yorkshire Maths Hub will ensure quality assurance with teaching and learning and pupil outcomes. Regular CPD for Reading and Maths leaders and select teachers will increase pupil outcomes.</p> <p>White Rose Maths used throughout school which plans for teaching gaps in knowledge alongside Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports learning.</p> <p>Implement the Inquiry based curriculum to promote independent learners and inquiry skills. The inquiry approach will enhance the whole school curriculum.</p>	<p><i>Individual resource packs for each child including exercise books and pencils for children to use at home.</i></p> <p style="text-align: right;">(£1000)</p> <p><i>Purchase additional manipulatives for EYFS/KS1 initially.</i></p> <p style="text-align: right;">(£400)</p> <p><i>CPD from Leeds Galleries and Museums to implement inquiry based curriculum across foundation subjects.</i></p> <p style="text-align: right;">(£800)</p>	<p>Children had correct activity books purchased from Floppy's phonics to enable them to carry out tasks in live phonics lessons. Children who had attended online learning were assessed through 1:1 zoom lessons across Year 1 and EY and all children had retained sounds taught virtually. HM was able to evidence clips of children reading from home and prepare resources to be delivered in Spring term to help children catch up quickly during Hub support days online.</p> <p>Ensuring all children had writing materials at home was particularly useful for children for whom internet connectivity or device access was an issue as they could complete work offline and upload later. Younger children could continue to practise the mechanics of writing.</p> <p>Staff identified gaps in children's writing skills through informal assessment using non-negotiables enabling them to prioritise teaching and target interventions. Manipulatives are accessible and used regularly in maths lessons in all year groups across school to help deepen pupils conceptual understanding. The ready-to-progress document was used to prioritise objectives that pupils needed to master to enable them to be ready for the following year's maths curriculum.</p>	<p>HM/MME</p> <p>FR</p> <p>CL</p>	<p>July 21</p> <p>July 21</p> <p>July 21</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>Regular phonics testing with the Jerry Clay Reading Hub and the Year 2 Phonics Screening in the Autumn term will ensure robust pupil outcomes.</p>	<p><i>Purchase PIRA and PUMA tests (Reading and Maths – in line with White Rose Maths) National Test-style Standardised Assessments. Complete termly tests and record assessments on OTRACK to identify gaps and on Insight to track performance.</i></p> <p>(£3500)</p>	<p>Pupil and staff well-being was prioritised in the Spring term with a focus on mental health and Reading, Writing and Maths. Teacher assessments were carried out without putting children under test conditions due to the amount of school lost. Non-negotiables were introduced for Writing as a priority for teaching and assessment and Maths was streamlined.</p> <p>Hub days continued via Teams led by a Literacy specialist. Phonics lessons were recorded in advance and delivered x 2 weekly including differentiated breakout rooms. These were quality assured as was the data gathered about online teaching.</p>	<p>LD</p> <p>HM</p>	<p>July 21</p> <p>On-going</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Greenmount have an opportunity to become familiar and confident with the setting before they arrive.</p> <p>Support children transitioning to secondary school- additional opportunities to discuss with secondary colleagues the children transitioning, sharing information and identifying where children may need additional support.</p>	<p><i>Family support worker and class teachers to carry out home/door step visits following an initial phone call. Information pack delivered to parents along with FSM application form. 1:1 and small group visits in Nursery and Reception in line with Risk Assessment guidelines.</i></p> <p><i>Key information including photos and videos are shared with pupils and parents to ensure a smooth transition on return to school following an extended period of time at home. An individual transition plan may be more appropriate for some pupils finding transition more difficult. This would include phone calls and door step visits from the class teacher and a social story.</i></p>	<p>New pupils received an initial phone call from attendance officer followed by a doorstep visit with AO and class teacher. Language acquisition and previous education gauged at this visit. Early Year’s zoom meetings with new parents to nursery and Reception led by Early Years staff. Face to face transition visits planned for September.</p> <p>Parents were communicated with via email and text during lockdown and throughout bubble closures. More vulnerable families were targeted for weekly phone calls to ensure support could be given in a timely manner. Prior to the return to school in September 2020 and following the January-March lockdown, seven pupils with significant SEN were supported back to school through discussion with</p>	<p>EB</p> <p>AR</p>	<p>Ongoing</p> <p>June 2021</p>

		(£600)	<p>families regarding their well-being so that a transition plan could be produced. Teachers also visited the children at home and they were given a social story. As a result, all 7 pupils transitioned back to school well and were able to engage with their learning quickly and all made good progress.</p> <p>To ensure a smooth transition to secondary school, secondary colleagues visited pupils in school face-face in July 2021 and met with teachers. Year 6 teachers, attendance officer, family support workers and Inclusion lead completed spreadsheets provided from secondary schools with pupil information and completed individual transition forms for those who need additional support. The SENCo and safeguarding lead also had additional meetings with secondary colleagues to share information.</p> <p>Core therapeutics (private psychotherapist) worked with a targeted group of six vulnerable pupils in the summer term to support transition.</p>		
				Total budgeted cost	£ 6300

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Children in KS2 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>The Accelerated Reader programme will be introduced in KS2 as an individual reading scheme. Additional release time and training to support the delivery of the Accelerated Reader.</i>	All team leaders and a team of expert teachers (one in each year group) have had training on delivery. The book stock is well organised and has been added to.	HM	July 21

<p>Same day interventions will ensure pupil's learning is embedded before moving onto their next steps. Misconceptions will be addressed immediately.</p>	<p style="text-align: center;"><i>(£20,000 from the school budget)</i></p> <p><i>Class teachers to work with identified pupils 1:1 during the school day. Additional PPE screens to be purchased. £300</i></p>	<p>Children are accessing texts and reading more regularly. Impact on data to be reviewed in Autumn and Spring terms.</p> <p>Weekly intervention time (1/2 day) introduced for all class teachers from March 2021 (schools re-opened) with whole school PPA on Friday pm to allow for a whole school deep clean. Pupil progress meetings highlighted pupils to target for 'keep up' sessions in Reading, Writing and Maths for 1:1 or small group sessions.</p> <p>The vast majority of pupils made at least 6 points progress (expected progress over 3 terms) from baseline assessments to the end of the summer term despite 1 term of home learning and multiple bubble collapses.</p>	<p>LD</p>	<p>Mar 21 and on-going</p>
<p><u>Intervention programme</u></p> <p>An appropriate phonics intervention, based on Floppy's Phonics and work with the Jerry Clay Reading Hub, supports those identified children in reinforcing their phonic knowledge and application of sounds in their reading and writing.</p> <p>Peer tutoring led by support staff in KS2 to accelerate progress in targeted boys writing.</p> <p>Talk boost interventions in Early Years to support targeted groups of children with speech and language needs.</p> <p>Introduction of Colourful Semantics to support targeted children with spoken language development and/or extending writing skills.</p>	<p><i>Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data). Reading leader to train KS2 staff to deliver interventions. £1000</i></p> <p><i>Support staff to facilitate peer mentoring approach to edit children's writing, focusing on lower attaining boys. £620</i></p> <p><i>Early Years staff training in Talk Boost delivery and have sufficient resources to deliver the programme. £300</i></p> <p><i>Whole staff training by Speech and Language therapist and resources for each year group. £200</i></p>	<p>Support staff and KS2 staff were trained during lockdown. Intervention zoom lessons were up and running throughout lockdown to ensure gaps in learning were addressed quickly. Children assessed termly and grouped accordingly teaching tweaked to address gaps.</p> <p>All staff received peer assessment training, and this was carried out by teachers and TAs in intervention time. 55% of the boys from the focus group made accelerated progress in writing.</p> <p>Early Years Talkboost has been delivered in small groups, mainly in Nursery with YR focusing on Colourful Semantics.</p> <p>All staff received colourful semantics training by a speech and language therapist in March 2021.</p>	<p>HM</p> <p>AL</p> <p>AR</p>	<p>July 21</p> <p>March 21 and on-going</p> <p>July 21</p>

		Positive feedback from teachers in using colourful semantics to support lower attainers in writing has led to it being used as part of our quality first teaching of writing approach to scaffold sentence construction- to continue next academic year and measured for impact. It is also used as a 1:1 or small group intervention to support speech and language development.		
Total budgeted cost				£2420

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><i>Additional online learning resources will be purchased, such as Numbots to support children learning Number bonds at home. Likewise, children can access Bug Club to practice reading at home. Seesaw has been upgraded to allow teachers to give personal feedback. Daily live Zoom lessons to see children in person and teach key skills and deliver daily messages of work expectations.</i></p> <p style="text-align: right;">£1500</p>	<p>Remote learning engagement was closely monitored throughout lockdown and weekly overviews produced. Any child not engaging with learning online was targeted for additional support which included phone calls, home visits to support logging on, additional paper-packs delivered or offered a place in school.</p> <p>Engagement in remote learning using technology from 4.1.21- 5.3.21: EYFS 82%, KS1 85%, LKS2 85%, UKS2 94%</p> <p>Teachers remained on Zoom lessons after the session to answer any questions from children and parents. Teachers were also able to communicate though Seesaw to give feedback and answer queries. if a bubble collapsed when school was fully open, due to the effective</p>	AR	<p>Feb 21</p> <p>Feb 21</p> <p>Ongoing</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. Individual pupil learning packs contain exercise books and pencils.</p>	<p>Home-learning paper packs are printed and ready to distribute for children. I pads and laptops are available for children to take home to access learning at home.</p> <p style="text-align: right;">£500</p>	<p>system of Zoom and Seesaw, teachers and pupils were quickly able to revert to remote learning to ensure learning continued and progressed.</p> <p>If children were isolating when school was open tablets were provided and work set on seesaw to continue during next academic year.</p> <p>Paper packs printed and distributed on first day of lockdown by teachers and support staff. Parents fed back on supportive doorstep visits and appreciated personal visits. Parent survey results showed parents were happy with home learning during lockdown and bubble collapses. They particularly liked live Zoom lessons due to their own lack of English language and current subject knowledge.</p>	<p>LD</p>	
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through live Zoom lessons, discrete teaching, reading fluency and independent online activities including Seesaw daily tasks set by the teacher.</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>They are to be used to further support online access to resources for the children accessing extended school time. 75 I pads received through the Government grant in addition to loaning our school laptops. 50 wifi dongles have been requested through the Government scheme to support families with no internet access.</p> <p>Purchase 6 sets of class I pads through a 3 year lease. School laptops can now be used by the children to support remote learning in school and at home. They can also be leant to parents to support home-learning if needed.</p> <p style="text-align: right;">£24,000</p>	<p>School received 75 tablets from the government scheme. These were distributed throughout the pandemic to pupils at home who had limited access to technology, along with school Asus to enable participation in daily live lessons and completion of work on seesaw. The leasing of class I pads has increased the number of laptops/tablets that can be provided to children working remotely due to isolation.</p>	<p>AR</p> <p>AR</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Summer Support</u> NA</p>				
Total budgeted cost				£ 26,000

	Cost paid through Covid Catch-Up	£34,720
	Cost paid through school budget	£20,000