



## Denton Primary COVID-19 Catch Up Premium Plan

April 2021

Summary information			
<b>School</b>	Denton Primary School		
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b> Provisional Allocation academic year 2020 to 2021 = <b>£8720</b> (based on 109 pupils – October 2020 census)	<b>Number of pupils</b>  110

### 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 amongst 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.

The purpose of this report is to clarify how our school intends to spend the COVID-19 premium grant and how the effect of expenditure on educational attainment will be assessed.

Use of Funds	EEF Recommendations
	The EEF advises the following:

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.

#### 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

## Denton Strategy

**Catch up Priorities:** Every pupil will have been affected differently by Covid-19. Through the extensive assessment detailed below we have determined that our catch up priorities will be:

- To reduce the attainment gap between our disadvantaged pupils and their peers
- To raise the attainment of all pupils to close the gap created by COVID Closures
- To address any social and emotional issues that have arisen as a result of the pandemic.

**This strategy will align with the school improvement priorities detailed in the school Development Plan and, where appropriate, our Pupil Premium Strategy**

#### **Our core approaches will be through:**

**Teaching and whole school strategies including assessment :** Quality First teaching will be our initial strategy to improve outcomes for our pupils. Pupil Assessment will help teachers determine how to most effectively support their pupils. Detailed, accurate feedback will ensure children are able to move on in their learning and know how to improve.

**Targeted Academic Support** There is extensive evidence supporting the impact of high quality one to one or group tuition as a catch up strategy. Based on analysis of our September Catch up, tuition delivered by qualified teachers had the biggest impact especially if this involved pre-teaching of areas identified as whole class gaps. Following extensive assessment, Individual catch up plans will be drawn up for each child based on all identified areas of need.

**Social and Emotional Support:** All teachers will assess and monitor each child's social and emotional wellbeing. Many children's mental wellbeing has been impacted in a variety of ways during the partial school closures. Social and emotional programmes will be drawn up on an individual basis using internal expertise or, where applicable, by seeking support from outside agencies. This will include daily monitoring through teacher observation and the use of 'Feelings Flowers'.

**Wider Support** Our school provided extensive pastoral support to pupils and families during the pandemic. Additional support this year will focus on providing regular and supportive communications with parents to maintain good attendance and engagement with learning. Where applicable, outside agencies will be involved to provide targeted family support.

## Identified impact of lockdown

<b>Maths</b>	<ul style="list-style-type: none"> <li>• Children still have an appetite for maths and lockdown has not affected their attitudes. However, in some areas their fluency and speed of recall has decreased.</li> <li>• For our youngest children, number formation has deteriorated, as has the confidence to work independently. Whilst parents were supportive during home learning, some of our younger children were taught significantly more advanced written methods than they were ready for or could understand.</li> <li>• In some instances, recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.</li> <li>• For our older children there has been less slippage in maths but they still need to work on solving maths problems particularly multistep problems. In a few cases, revision of written calculation methods is also required.</li> <li>• Some areas of maths, such as fractions, which were more problematic to teach remotely, have been missed and will be covered during the Summer Term.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• For our youngest children, independence and confidence has been affected and children require a lot more reassurance when writing. Letter formation has also deteriorated.</li> <li>• Grammar and punctuation specific knowledge has suffered, with basic punctuation being missed for some children.</li> <li>• Writing skills focuses that would have been revisited and practised in school have slipped.</li> <li>• Writing stamina has also become an issue, particularly for those children for whom handwriting and fine motor control was already an issue.</li> <li>• In some instances, lack of stamina is now also affecting their motivation to write.</li> <li>• For our more disadvantaged children a lack of ideas for writing content has also become a problem compounded by reduced exposure to quality texts and reading; many children have lost the ability to develop their own ideas and prefer these to be given to them.</li> <li>• Presentation of all writing across all subjects has deteriorated.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Speech and Language development in our Early Years children has been affected in terms of both breadth of vocabulary and the ability to pronounce specific sounds and verbalise sentences.</li> <li>• Our youngest children have fallen slightly behind mainly due to reduced access to correctly levelled reading books.</li> <li>• Stamina for younger children is also an issue. The children can read short texts and answer retrieval questions straight afterwards but struggle to read a longer text that requires them to go back and find the answers.</li> <li>• During the first closure, whilst children had accessed reading during lockdown and fluency was good, they had not practised comprehension even at a literal level. This was addressed in the last lockdown and is less of an issue now. Inference, however, has been identified as an area to work on across Key Stage Two.</li> <li>• Some children, especially boys, have lost the motivation or interest to read for pleasure, particularly longer narratives.</li> </ul>
<b>Non-core</b>	<ul style="list-style-type: none"> <li>• The remote teaching of topic was more thorough during this lockdown although some children tended not to access it as much as the core subjects. There are now gaps in knowledge.</li> <li>• Where the topic teaching was accessed, in some instances, there is poor recall of knowledge and facts.</li> <li>• Children have also missed out on key curriculum experiences e.g. trips, external visitors and access to a range of non-fiction texts relating to topic.</li> </ul>
<b>Social and Emotional</b>	<ul style="list-style-type: none"> <li>• Many children, across all age ranges, had forgotten how to socialise and play together.</li> </ul>

- Our youngest children had forgotten how to share and the ability of the older children to work as a team had been affected. There were some understandable anxiety issues on returning and a reluctance to share anxieties. This was also evident in an increased anxiety to return to school after the Easter break.
- The vast majority of parents were very supportive with home learning and children worked alongside or with parents or family members for a considerable amount of time. This has contributed to decreased independence amongst the children and, in some cases, separation anxiety.
- Many of our younger children need a lot of reassurance that they are on the right track with their work.

**Planned Expenditure-** The headings below are grouped into the categories outline in the Education Endowment Foundation’s Coronavirus Support Guide for Schools

**i. Teaching and whole school strategies**

Desired outcome	Chosen approach and anticipated cost	Expected impact	Staff Lead
<p><u>Supporting great teaching:</u> Quality First teaching engages all children and ensures gaps in attainment due to COVID 19 are addressed.</p> <p>Areas of the core curriculum that have not been covered adequately in remote teaching have been identified and planned for.</p> <p>The teaching of foundation subjects builds on prior knowledge and the gaps in foundation subjects are addressed.</p>	<ul style="list-style-type: none"> <li>• Assessment period prior to the Easter break to enable teachers to assess pupils’ wellbeing and learning needs for all areas of the curriculum.</li> <li>• Targeted CPD for new teacher to ensure consistency across the school.</li> <li>• CPD for all teaching staff utilising Microsoft Office 365 to invigorate teaching and, in particular, to engage boys using specific apps and applications.</li> <li>• CPD for the Early Years team to support speaking and broadening vocabulary.</li> <li>• Core subject leads to analyse coverage and ensure any missed objectives or units and planned in.</li> <li>• SLT to revise curriculum map to ensure any gaps in foundation subjects are covered.</li> <li>• All future topics will be planned collaboratively with SLT to ensure support in covering gaps. Consideration will be given on how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</li> </ul>	<p>Assessments shared with SLT at Pupil Progress meeting 25/3/21. Through learning walks and subject monitoring it will be evident that whole class teaching addresses identified areas of need and is consistent across the school. Greater use of ICT by children across all areas of the curriculum.</p> <p>Core subject planning ensures that areas missed during remote learning have been addressed by July 21.</p> <p>Revised topic curriculum map covers any identified gaps. Collaborative planning will ensure all teachers are aware of revisions. Teachers will reference previous learning during topic lessons.</p>	<p>SLT, Core subject leads SENDco. ICT lead</p> <p>Core subject leads</p> <p>SLT, Foundation Subject leads</p>

	<ul style="list-style-type: none"> <li>Flexible groupings to be continued across the curriculum and opportunities to be explored for collaborative teaching during topic work.</li> </ul>		
<p><u>Pupil assessment and feedback</u> Knowledge gaps and specific areas for development are identified. Accurate and concise feedback ensures that misconceptions are addressed and children know how to improve.</p>	<ul style="list-style-type: none"> <li>All core subject leads to support teachers in forensically identifying the gaps for each child and particularly our pupil premium children. They will direct teachers, where applicable, to the most appropriate standardised assessments. They will, where appropriate, carry out further more detailed diagnostic assessment.</li> <li>Teachers will have a very clear understanding of what gaps in learning remain. Where whole class teaching will not address the need, individual catch up plans to be drawn up for each child based on all identified areas of need including social and emotional.</li> <li>Frequent low stakes testing and retrieval practise to ensure knowledge recall and alteration of long-term memory. All foundation subject leads to produce resources to support retrieval practice in foundation subjects.</li> </ul>	<p>Detailed analysis of barriers to learning and next steps documented for all children for all core subjects.</p> <p>Intervention plans agreed with core subject leads, documented on provision plans and shared with parents.</p> <p>Retrieval cards available in all classrooms and used by teaching staff to ensure retention of key subject knowledge by children.</p>	<p>Core Subject leads</p> <p>Core subject leads and teachers</p> <p>Teachers, foundation Subject leads</p>
<p><u>Transition Support</u> To mitigate the absence of standardised tests and ensure children's levels and abilities are transferred to secondary schools. Secondary schools are made aware of any social and emotional needs. SEND children are given additional transition sessions as appropriate.</p>	<ul style="list-style-type: none"> <li>Additional arrangements to be made with secondary schools to ensure they have the most relevant levels and abilities. Liaise with secondary subject leads to provide detailed subject information. Liaise with secondary SENDcos to ensure and social and emotional issues are passed on.</li> <li>At the end of the academic year, transition meetings will take place for all children with parents and the class teacher for next year to ensure any ongoing needs are passed on and continue to be addressed. This session will also enable staff to inform parents of the outcomes of Catch Up sessions.</li> </ul>	<p>Children are able to confidently transition to their next group or setting and carry on learning without repeating prior teaching and with needs of all met.</p>	<p>SLT, teachers, SENDco</p>
<b>Summer Term Whole School Teaching Total Budgeted Cost</b>			<b>£ 1,663</b>

ii. Targeted Approaches			
Desired outcome	Chosen action/approach	Expected Impact	Staff Lead
<u>1-to-1 online Maths Tutoring</u> Identified gaps in maths knowledge are identified and addressed.	<ul style="list-style-type: none"> <li>To increase fluency in Maths and address gaps in knowledge, identified children in Year 5 and Year 6 will have weekly sessions on Third Spaced learning. A diagnostic assessment will be completed and the children will then be tutored on identified areas of weakness.</li> </ul>	A summary of objectives taught will be available to the Maths lead. Tutors will assess all taught objectives at the end of the specified period this will be reported to the Maths lead. Identified gaps will have been addressed.	Maths Lead
<u>In School Targeted Interventions</u> Specific gaps in knowledge or understanding for core subjects will be addressed.	<ul style="list-style-type: none"> <li>Teachers and TAs (under the teacher's direction) will deliver one to one or small group interventions. These will be regularly time-tabled and will not impact on the delivery of the full broad and balanced curriculum or remove children from subjects they enjoy such as PE or Art. This strategy will include social and emotional interventions.</li> <li>To support reading comprehension, the reading lead has trained staff as 'Better Reading Partners'. This will demonstrate to TAs how to support reading and specially how to ask questions making one to one sessions more effective and purposeful.</li> <li>To increase confidence and self-esteem, teachers will pre-teach areas of the curriculum so children can access subsequent lessons with confidence and consolidate learning from intervention sessions. This was found to be particularly successful during the September to December catch up.</li> <li>Where appropriate, specific intervention 'packages' will be followed and delivered by a trained HLTA. These will include 'Stride ahead' to support Reading and Writing, a vocabulary morphology programme schemes such as 'Every Child a Talker' for Early Years. These have been proven successful in the past.</li> </ul>	<p>Core subject leads will make termly assessments of the impact of interventions and advise on subsequent steps where necessary. Data analysis will confirm that attainment gaps have closed.</p> <p>Reading comprehension skills will have improved in July standardised tests.</p> <p>Children who had made slow progress based on Easter assessment will have caught up based on July assessments .</p> <p>Vocabulary acquisition and spelling will have improved for identified groups of children.</p>	<p>Core Subject Leads</p> <p>Reading lead</p> <p>Teachers</p> <p>SB (HLTA)</p>

<p><u>Extended school time</u> The attainment of identified children improves and the effect of lockdown is negated.</p>	<ul style="list-style-type: none"> <li>To ensure that catch up interventions do not affect children's access to a broad and balanced curriculum and so that areas of core learning are not missed, many of the interventions take place before and after school. This will also allow core subject leads or specialists to deliver interventions across the school without affecting teaching of their classes.</li> </ul>	<p>Children who had made slow progress based on Easter assessment will have caught up based on July assessments.</p>	<p>Core Subject leads, teachers</p>
<b>Summer Term Targeted Interventions Total Budgeted Cost</b>			<b>£ 3,209</b>

<b>iii Wider Strategies</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Expected Impact</b>	<b>Staff lead</b>
<p><u>Supporting Emotional Wellbeing</u> Children feel emotionally ready to learn They are able to seek help as they need it and are able to self-regulate when necessary.</p>	<ul style="list-style-type: none"> <li>All staff reminded of strategies for emotional support. Daily Feelings Flowers used by all children and monitored by all staff. Teachers summarise social and emotional wellbeing for all pupils at the Pupil Progress Meeting. Appropriate interventions devised where necessary. Whole class sessions about sharing worries lead by Exec Head on return to school.</li> <li>Additional resources added to the playground for all age groups to help socialisation and support collaborative play.</li> </ul>	<p>Children are emotionally secure and able to access all learning. Where children do have anxieties, programmes are in place to support them and they know who they can approach for support.</p>	<p>All Staff</p>
<p><u>Supporting parents and carers</u> Parents are informed of catch up areas and are able to support.</p> <p>Poor attendance does not compound the lower attainment and the impact of intervention sessions is not impeded.</p>	<ul style="list-style-type: none"> <li>Revised provision plans for all catch up interventions shared with all parents so they are informed about their child's next steps and how to support at home. Parents' evenings arranged for week 2 of Summer Term. Remote information evenings.</li> <li>Regular meetings will be set up with parents of children whose attendance is low. Where appropriate, the school will seek the support of outside agencies.</li> </ul>	<p>100% attendance at extended school catch up sessions. Parents are supportive of the additional sessions and understand the identification process.</p> <p>Attendance of identified children improves.</p>	<p>Class teachers</p> <p>SLT</p>

<p><u>Access to technology</u> Children have greater access to technology and in school Apps to support homework, allow practise of key skills and to support remote learning. During any time that children will have to learn remotely from home, children can access effective, targeted teaching via Google Classroom.</p> <p>Parents are able to support children to access remote learning through better IT skills.</p>	<ul style="list-style-type: none"> <li>• For remote learning, we will ensure all children have access to a device. The school now has a bank of 5 D of E laptops. Microsoft Office 365 child logins will be shared with children and training in the use of the associated Apps will take place in school. (Initially this will be to all teachers and TAs).</li> <li>• Additional online learning resources will be purchased to support the learning of key number facts including times tables. ( Times Table Rock Star, Numbots) Reading and spelling packages will also be purchased. (Nessy and Reading Eggs).</li> <li>• When COVID regulations allow, the school will offer IT sessions to upskill parents in accessing Apps and web based remote learning and documents. This was found to be more of a barrier to learning during the partial school closure than access to devices.</li> </ul>	<p>Wider and more confident use of ICT by all groups.</p> <p>Increased fluency in maths with better number recall. Improved reading fluency and spelling for identified children.</p> <p>Parents more able to support learning at home and engagement with remote learning or meetings increases.</p>	<p>ICT Lead</p> <p>Maths and Reading Leads</p> <p>SLT, IT lead</p>
<b>Summer Tern Wider Strategies Budgeted Cost</b>			<b>£ 737</b>
			<b>Summer Term Total Budgeted Cost</b>
			<b>£ 5,609</b>
			<b>Autumn Term Costs</b>
			<b>£ 5,184</b>
			<b>Total Catch Up Costs</b>
			<b>£10,9736</b>
			<b>Cost paid through COVID Catch-Up</b>
			<b>£ 8,720</b>
			<b>Cost paid through school budget (incl Pupil Premium)</b>
			<b>£ 2,073</b>