

PAGET PRIMARY SCHOOL CATCH-UP PREMIUM PLAN

Summary Information					
School	Paget Primary School				
Academic year	2020-21	Total Catch Up Premium	£30, 720	Number of Pupils	390

Guidance	
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus. 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 to Year 11.</p>	
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. 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 (covid19) 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 parents and carers Access to technology

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Identified Impact of Lockdown	
Maths	Specific content has been missed leading to gaps in learning and stalled sequencing of learning journeys. 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
Writing	Children have missed specific teaching of skills and therefore have gaps in learning. Basic skills and expectations need to be taught and reinforced. Consistent and progressive teaching of genres and skills needed across year groups.
Reading	Children accessed reading during lockdown more than any other subject. However, children are less fluent in their reading and the gap between those children that read widely and those who cannot is now increasingly wide. Reading sessions to address the gaps for all children. Where needed, additional reading activities to take place to bridge the gaps for the bottom 20% of readers.
Non-Core	Children who did not or only partially accessed the online learning, may have gaps in their learning of knowledge and skills. Teachers in their lessons and subject leaders in their monitoring, will need to ensure that missed areas covered where possible and skills are taught through other areas. Expectations of reading, writing and maths are seen within non-core subject teaching and learning.
Other	Support for parents and families to access learning at home and to continue to use technology to support communication and homework. Access to technology for all pupils through the loaning of laptops and routers

Targeted Expenditure: (The headings below are grouped into the categories outlined in the EEF Coronavirus support guide for schools)					
Teaching and Whole School Strategies					
Desired Outcome	Chosen approach and anticipated cost	Evidence and rationale for this action/approach	Impact (once reviewed)	Staff lead	Review Date
<p><u>Pupil 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</p>	<p>Assessment of work completed online. Baseline assessments (R/W/M/Spelling/Phonics) as children return to school Target Tracker to be completed for data deadline 23.3.21</p>	<ul style="list-style-type: none"> • Not all children accessed the online learning consistently • Missed coverage and/or skills due to lockdown • Assessments are standardised – clear gaps in learning shown 		All teachers	Data deadline 23.3.21

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<p>accuracy of assessments</p>	<p>Review existing materials used for effectiveness R, W, M and phonics (£3000 to purchase additional if required)</p> <p>Reorganise phonics groups across R-Y3 according to assessment data outcomes</p>			<p>GSt/VN/HS</p> <p>R-Y3 teachers</p>	<p>Jan/ March 21</p> <p>March 21</p>
<p><u>Quality First Teaching/Supporting Great Teaching</u></p> <p>Curriculum planning with consideration for how pre-requisite knowledge will be taught alongside new learning so that gaps can be reduced</p>	<p>Teachers to review coverage and identify gaps in learning to inform planning and teaching through use of Target Tracker and analysis of pupil work and tests</p> <p>Book look/monitoring of R/W/M N-Y6/P</p> <p>Development of core subject leads through monitoring activities – additional cover required to facilitate (£1000)</p> <p>Feedback to all teachers with next steps and expectations to ensure quality first teaching</p>	<ul style="list-style-type: none"> Teachers need to have a clear understanding of the gaps in learning to ensure that the curriculum planning meets the needs of all pupils. Teachers need to be fully equip to ensure that all lessons deliver quality first teaching Leadership at all levels to be developed to ensure will lead to higher expectations and therefore good quality teaching 		<p>All teachers</p> <p>GSt/VN/HS/DT</p> <p>GSt/VN/HS/DT</p>	<p>March 21</p> <p>PPMs</p> <p>March 21</p> <p>February 21</p> <p>March 21</p> <p>April 21</p>

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	<p>Planning support given as required – additional cover required to facilitate (£1000)</p> <p>Additional time for subject leaders to explore the teaching of their subject and their own leadership development through meeting with the Curriculum Development Lead, BEP, research, monitoring and planning – release time and additional cover required to facilitate (£1000)</p> <p>Staff CPD incl. peer coaching, research and supported/ team teaching (teacher day & twilights plus some release time of SMT)</p>			<p>GSt/VN/DT/HS /HR</p> <p>DT/HR</p> <p>DT/HR</p>	<p>March 21/ June 21</p> <p>March 21/ June 21</p>
<p><u>Pupil assessment and Feedback</u></p> <p>Teachers use of AFL is strong and feeds in to effective feedback which moves learning on at pace</p>	<p>CPD Review of feedback policy and practice across the school</p> <p>DHT/core subject leads to work with key staff to develop and improve their practice and impact on learning –</p>	<ul style="list-style-type: none"> Teachers need to ensure that the children are given effective feedback within the lesson (live and written feedback) and as well as written, next steps feedback in distance marking. Teachers have an improved understanding 		<p>DT DT & working party</p>	<p>Jan 21 April 21 July 21</p>

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	based on core and non-core subject monitoring Feb/March 21 (release time/staff meeting time)	of their children's abilities			
<p><u>Pupil Assessment and Feedback</u></p> <p>Standards are raised and children make expected or more progress within all core subjects</p>	<p>Analysis of data completed by DHT. SENCo, EAL and Core subject leaders to use analysis to provide a basis for additional support and development of teachers and TAs and to gather information across the school. DHT to hold Pupil Progress Meetings with each teacher (shared with En/Ma/SENCo/EAL)</p>	<ul style="list-style-type: none"> Teachers have an improved understanding of their pupil's abilities Quality first teaching and additional support targets the needs of the pupils 		DT/VN/HS/GSt All teachers	March 21 May 21 June 21
<p><u>Transition Support</u></p> <p>Children who join Paget from different settings or who are beginning their schooling at Paget have an opportunity to become familiar and confident with the</p>	<p>360 interactive virtual tour of PPS is arranged and shared with new starters. Teachers hold a virtual meeting with the family (including the child) prior to them starting (£1,000)</p>	<ul style="list-style-type: none"> School has high mobility. Therefore, pupils arrive at different points throughout the year. Clear assessment data is needed to quickly assess the pupil's starting point. 		VN/ZR	April 21

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setting before they arrive. Attainment levels and any gaps in pupils learning are identified quickly	On entry assessment system agreed and staff released to carry this out (£1,000)			VN/DT	July 21
Total budgeted Cost					£8000
Targeted Approaches					
Desired Outcome	Chosen approach and anticipated cost	Evidence and rationale for this action/approach	Impact (once reviewed)	Staff lead	Review Date
Lower achieving groups (lowest 25%)	Quality first teaching to meet the needs of the pupils. High expectations Additional support to target as small groups and 1:1 where needed PPMs to discuss the actions for each child	<ul style="list-style-type: none"> • Prolonged time away from in-school teaching routines • Evidence of online lesson engagement • Evidence from baseline assessment March 21 			
<u>One to One and small group tuition</u> <u>Intervention Programme</u> Additional adult support is targeted effectively and impacts upon learning in the classroom There are appropriate, identified interventions	Review use and deployment of TAs according to the needs of the pupils – based on the baseline data and teacher assessments Appropriate interventions are used or additional interventions or resources to implement them are purchased where required:	<ul style="list-style-type: none"> • Prolonged time away from in-school teaching routines • Evidence of online lesson engagement • Evidence from baseline assessment March 21 		VN DT, HS, GC, GS, HR	Jan 21 Feb 21

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<p>agreed, understood and implement by staff across the school</p>	<p>See Intervention/Support Stages for Maths and English. (These include RWI/Phonics, SEND and specific learning and behavioural needs) (Costs for resources and any additional cover/training time £7000)</p> <p>These are in line with the SEND stages of support and based on the March baseline assessment and using the Wellcomm data (Stage 1 – whole class teaching, Stage 2 – small group and Stage 3 – 1:1 support). This is overseen by the SENCo</p> <p>Staff know which intervention to use when and are deployed appropriately and effectively</p> <p>Teachers take targeted interventions where appropriate, while TAs oversee the class</p>				<p>June 21</p>
	<p>EYFS lead working with the support from BEP to address:</p> <ul style="list-style-type: none"> • language, communication, writing and 	<ul style="list-style-type: none"> • Prolonged time away from in-school teaching routines • Evidence of online lesson engagement 		<p>FE</p>	<p>March 21 ongoing</p>

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	<p>development needs of the children, based on the baseline assessment completed March 21</p> <ul style="list-style-type: none"> • Raise expectations and standards • Targeted small group and 1:1 support • Use of Wellcomm data to inform required targeted support <p>(Additional cover and attendance at courses may be required £1000)</p>	<ul style="list-style-type: none"> • Evidence from baseline assessment March 21 			
<u>Extended School time</u>	<p>Additional tutoring and after school clubs to support to be offered to pupils if appropriate for Maths and English from in-school and external staff for specific children, identified through the data</p> <p>(To explore NTP) (£2390)</p>	<ul style="list-style-type: none"> • Evidence from baseline assessment March 21 • Prolonged time away from in-school teaching routines 			
Total budgeted Cost					£10390

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Wider Strategies				
Desired Outcome	Chosen Approach and Anticipated Cost	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 rely on parents to engage with the activities leading to greater independence</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>Additional online learning resources for Reading will be purchased Oxford Reading Buddy (£850) Phonics, Writing, Spelling, Maths, Non-Core training and resources (£1500 training RWI including cover plus £500 RWI books Numicon resources and training £4500)</p> <p>Teams introduced Purchase of paper based text books for children to use at home CGP (£1500) Home learning basic stationery pack provided for each child to complete work at home (£800)</p>		<p>GS, GC, HS, DT, HR</p> <p>All teachers</p> <p>DT</p>	<p>April 21</p> <p>Feb 21</p> <p>April 21</p> <p>Feb 21</p>
<p><u>Peer Tutoring</u></p> <p>Enabling children to take on responsibilities and develop their social skills</p>	<p>Two teachers to be trained in how to deliver Peer Tutoring across the school to enable children to take on key areas of responsibility (i.e. reading buddies and play leaders) (£680)</p>		CE/TB	April 21
<p><u>Access to technology</u></p> <p>Ensure that all pupils have continued access to technology</p>	<p>Purchase of additional devices to complement the 94 we have from DFE for use in school or for families to loan a laptop</p>	<ul style="list-style-type: none"> Not all families have access to a suitable method of technology to access Teams. 	DT	Jan 21 onwards

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within a lockdown down period and whilst the school returns in Spring2 and for use in school to support the curriculum	and or router where there is insufficient technology in their home. (£2500)	<ul style="list-style-type: none"> Remove barrier to learning through loaning a laptop from school Enable greater communication with families Ensure that the curriculum is fully supported by technology 		
Total budgeted Cost				£12330

Intervention/Support Stages

Maths				
Whole Class	<ul style="list-style-type: none"> Quality first teaching 	<ul style="list-style-type: none"> Use the Maths Whole School Picture document as a guide. Include CPA, resources, language and vocabulary The reasoning project training be used to support this Use Numicon to support maths teaching 		
Group Level (lowest 25%)	<ul style="list-style-type: none"> Setting Y1-Y6 Y2/Y3 to use First Class@Number for the low/middle children N-Y6 to use Numicon to support teaching 	<ul style="list-style-type: none"> Must have clear criteria and expectations to meet the children's needs and to challenge their learning Will need to be fluid across groups for different areas of learning. Numicon 3 x per week as an intervention for 12 weeks 		
Individual (Targeted and specialist support)	<ul style="list-style-type: none"> Catch up with TA/Teacher Plus One (KS1) and Power of Two (KS2) N-Y6 to use Numicon to support interventions 	<ul style="list-style-type: none"> As needed Number bonds/number work. Is a 1:1, 5/10 mins per day 3 x per week system. Could be peer support rather than 		

English				
Whole Class	<ul style="list-style-type: none"> Quality first teaching RWI N-Y2 English/Reading Y2-Y6 Wellcomm Set for spelling Y3/4/5 (check Y5) Write Dance (H/W EYFS) 	<ul style="list-style-type: none"> Identify which children will work on English (Y2/3) or who will take part in RWI Use RWI strategies and resources to support all lessons, where appropriate Use Wellcomm language expectations within all lessons 		
Group Level (lowest 25%)	<ul style="list-style-type: none"> Set for Y2/6 RWI smaller groups Y3 RWI if needed Wellcomm smaller groups Fresh Start for Y4 (Summer term) and Y5 	<ul style="list-style-type: none"> Fresh Start and groupings for group level work to be decided after looking at the data and completing the FS assessments. All years need to ensure that those who are not reading at home, read to an adult for 5 mins each day. 		
Individual (Targeted and specialist support) Lowest 5%	<ul style="list-style-type: none"> RWI 1:1 Reading buddy/peer support Wellcomm 1:1 After RWI individual work, then METRA 	<ul style="list-style-type: none"> Reading buddy/peer support for those children who are not reading at home and are not making progress. Either with an adult or e.g. Y2/Y6 		

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	<ul style="list-style-type: none"> • Other 1:1 that could be used – Precision Teaching, Hornet, Word Wasp and SALT • EAL children to have Colourful Semantics work set 	
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Additional Interventions – may be used if appropriate as directed by SENCo/OT		
Whole Class	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Group Level (lowest 25%)	<ul style="list-style-type: none"> • Write From The Start (H/W 4-6yrs) • Gross Motor (EYFS/Y1/Y2) with HC • Paget Way • Cognitive Behaviour Therapy support (Fun Feelings Y3) KL • Cognitive Behaviour Therapy support (Y4) KL • Sing and Sign (Reception) KL • Social Skills KL • Lego Therapy (KL led group) 	<ul style="list-style-type: none"> • Could be used in addition to RWI, where identified by OT • Identified as group or individual need, in addition to the PE sessions • Paget Way – Pastoral groups. Social skills, confidence and behaviour groups. Identified by Pastoral Managers with Year Group leads • With ASD lead (KL) – identified by SENCo from Welcomm data and speech and language knowledge of children • Social Skills (KL) identified by SENCo • ASC children – identified by ASD lead and SENCo
Individual (Targeted and specialist support)	<ul style="list-style-type: none"> • Speed Up (H/W KS2) • OT once per month for 3 hours with children • CAT lead – high tariff children supported • SALT – therapy sessions weekly • PSS • Beacon Support 	<ul style="list-style-type: none"> • Could be used in addition to RWI, where identified by OT • OT – referral based • CAT lead – support with strategies, annual reviews and individual children • SENCo with class teacher, referral to Speech and Language Therapist. weekly sessions • PSS - assesses children and gives recommendations for class teachers/SENCo • Beacon support - assesses children and gives recommendations for class teachers/SENCo/Behaviour lead