



## Catch-Up Premium Plan Oakridge Primary School

Summary Information					
<b>School</b>	Oakridge Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£ 17,760 in TOTAL Autumn Term £4,440 Spring Term £5,830	<b>Number of pupils</b>	245

### 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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> with evidence-based approaches to catch up for all students. Schools</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul>

should use this document to help them direct their additional funding in the most effective way.

### Identified impact of lockdown

Baseline Assessments September 2020

Emerging patterns

- EAL children significantly out perform non EAL
- Prior GDS children on the whole continue to perform at GDS standard
- Reading achievement is higher than maths
- NE - Maths ranges from 63% - 73%
- GDS – Maths ranges from 21% - 45%
- NE – Reading ranges from 79% - 97%
- GDS – Reading ranges from 30% - 50%

<b>Maths</b>	Where children have missed units of work and where there was varied interaction with the home learning provided during the first national lockdown, children do not have the level of deep learning and understanding of processes that we would expect them to have for their chronological age. In addition, children have not been recalling and remembering knowledge and facts enough and this further hinders their understanding as the cognitive load can be too great.
<b>Writing</b>	Children’s stamina for writing has been significantly diminished. This is the area most affected by the home learning, where completing writing was one of the more difficult things for parents to support with at home. As a result, the children’s writing is behind where they would be expected to be for their chronological age. The children have also not been practising the ‘basics’ at home, so there are gaps in the children’s understanding and application of spelling and grammar rules. This further inhibits the children’s ability to write with ease.
<b>Reading</b>	Whilst many children accessed reading at home, the disparity between what children read and how often has created gaps within cohorts. Children currently in Year 1 and 2 did not access phonics over the period when not in school, and although those who returned in June were able to access some phonics, this was at class level rather than targeted and did not support the children who did not return.
<b>Non-core</b>	The wider curriculum has suffered significantly. Whole units of work have been missed. With children being at home for three terms, in most cases, this meant that the children missed half a year of curriculum study. It is not possible to complete and catch up the missed curriculum. Therefore it is important to consider the skills and knowledge that were not covered and plan and sequence the curriculum in such a way that the children’s learning in the wider curriculum can be supported effectively.
<b>Emotional and Wellbeing</b>	Children’s experiences from March will have varied dramatically. School are aware of many of the adverse experiences but the impact of these may not be seen initially. Children’s return to school has also been incredibly successful and so this may also be masking underlying concerns. It is important to stay vigilant and be prepared to support the children’s emotional and mental wellbeing.

**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?
To have a clear baseline for all children by the end of the second week in September	<p>Mathsno problem end of year assessments to be given to each child. The children will be assessed against the previous years end of year expectations. For example children in Yr 4 will access the Yr 3 assessments.</p> <p><i>Diane Hyde LMT deliver staff training</i></p> <p><i>PIRA assessment papers £1331</i> <i>Maths No Problem assessment papers £1,430</i></p>	<p>Very clear baseline for each child with gaps identified.</p> <p>All staff have a very clear understanding of MNP and how to implement the assessment element of the scheme</p>	<p>PF BH</p> <p>PF EP</p>	<p>Sept 18<sup>th</sup> 2020</p> <p>Sept 14<sup>th</sup> 2020</p>
Improve teaching and learning strategies to deliver greater impact in the classroom and improve quality first teaching.	<p><i>Vicki Bardon to deliver online learning training £450</i></p>	<p>All staff fully trained on BGFL / Teams</p>	<p>EP</p>	<p>Sept 10<sup>th</sup> 2020</p>
Investment in high quality teaching and learning resources to support class teachers planning and delivery of lessons and support ongoing teaching and learning, including potential remote teaching.	<p><i>Maths no problem - £6,335</i></p>	<p>Jerome Bruner outlined an educational approach where learners revisited the same topics, each time deepening their understanding. This is known as a spiral based curriculum. Using a spiral curriculum, where every textbook and lesson builds upon the learning that came before. Daily lessons cover required curriculum content and revisit prior concepts to encourage essential learning connections.</p> <p>As a result, maths standards are high across the school and sig above national (See data analysis)</p>	<p>EP</p>	<p>Sept 1<sup>st</sup> 2020</p>

<p>Additional teaching hours attributed to year groups to support teaching, learning and transition and to close the gaps that have emerged during both lockdowns</p>	<p><i>Additional TA hours for focussed 1 : 1 work and small group intervention –</i></p> <p><b>Autumn Term</b></p> <p><b>Year 1 –</b></p> <ul style="list-style-type: none"> <li>• <i>3 additional hours per week , 1 hour each afternoon for three afternoons -1:1 reading, 1:1 phonics 1:1 maths chapter reviews gapping, 1:1 number bonds</i></li> </ul> <p><b>Year 2 –</b></p> <ul style="list-style-type: none"> <li>• <i>4 additional hours per week, 2 afternoons for 2 hours. – phonics intervention, maths number bonds intervention, 1:1 reading, maths pre teaching</i></li> </ul> <p><b>Year 4 –</b></p> <ul style="list-style-type: none"> <li>• <i>3 additional hours per week, 1 hour on a Monday and 2 hours on a Wednesday. Two focussed groups of guided readers as well as 1:1 chapter reviews and times tables</i></li> </ul> <p><b>Year 5 –</b></p> <ul style="list-style-type: none"> <li>• <i>2 morning maths clubs per week</i></li> <li>• <i>2.5 hours in an afternoon to focus on 4 children for GDS maths and 8 children on maths concepts to ensure that they meet NE.</i></li> <li>• <i>1:1 times tables</i></li> </ul> <p><b>Year 6 –</b></p> <ul style="list-style-type: none"> <li>• <i>Two days additional TA hours in order that the class teacher can have a learning conference with each child on a 1:1 basis to explain the next steps.</i></li> <li>• <i>2 hours per week to support morning maths club 2 mornings a week for 12 children</i></li> <li>• <i>3.5 additional hours a week TA support in the afternoon to be used to pre teach maths concepts targeting 6 children</i></li> </ul> <p><b>Total Cost = £390 per week = £5070 autumn term</b></p>	<p>Gaps in learning which were identified both in September and on the children’s return again on March 8<sup>th</sup> are being addressed.</p>		<p>Oct 2020 Dec 2020</p>
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	<p><b>Summer Term x10</b></p> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>1 hour additional PE delivery from JM - £20 per week</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>2 x 2 hours focusing on children - £72 per week</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>2.25 hours each week for 1 hours maths support and 1 hour literacy intervention - £40.50 per week</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>3 x 1 hour focussed maths intervention with children who are vulnerable of not achieving NE in maths - £54 per week</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>12 days additional teacher to support Yr 6 - £2,652</li> </ul> <p><b>Total Cost = £4,517 for the spring term</b></p>			<p>March 21</p> <p>May 21</p> <p>July 21</p>
<b>Total budgeted cost</b>				<b>£19,133</b>

Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
To increase number bond and times table recall across the school To ensure all children are reading the required number of minutes each day	Accelerated Reader and deliberate practice of number bonds and times tables - New ipads for use in school to be purchased (supported by OSCA. Old ipads to be used in wraparound care club to support homelearning <i>Ipads £7,450</i>		GP EP	July 2021
			<b>Total budgeted cost</b>	<b>£7,450</b>
			<b>Total Cost paid through Covid Catch-Up</b>	<b>£26, 583</b>
			<b>Additional cleaning hours and cleaning equipment as well as additional heating costs</b>	<b>£3,000</b>