



# Covid-19 Catch-Up Premium Plan

## The Coppice Primary School

### Summary information

<b>School</b>	The Coppice Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£49,680	<b>Number of pupils</b>	697

### 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 reception through to Year 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>Overall impact and method for identifying gaps</b>	<p>We started the academic year with a strong focus on PSHE (using our 'Jigsaw' planning) and 'circle time' in classes, to be sure that children were well-supported from a social and emotional viewpoint. Indicators are that children have been most resilient and have responded well to the warm welcome staff have given them. They are happy to be back. Further reassurance has been given to children through the implementation of precautions linked to our Covid-19 risk assessment.</p> <p>Detailed PPM meetings have been held for each year group whereby every pupil has been discussed in detail with the class teacher, year lead and SLT. These meetings identified children who had 'slipped back' due to school closure. The government catch-up funding is targeted accordingly.</p> <p>We feel confident about our blended learning that counters breaks in children's learning in school. On our return after the first lockdown we identified that reading would be top priority, and have focused heavily on getting this right (see heading detailed below). Phonics has had a strong, renewed, focus. Children's writing also suffered greatly because of the extended school closure and hence there has been a strong focus on this, including handwriting.</p> <p><b><u>Our Pupil Progress Meetings (Autumn 1 half term)</u></b> with all teachers, focused on identifying children who had 'slipped back' due to school closure. <b>The % of children at and above the expected standard in reading, writing and maths is, on average down by between 10-20% on where it would normally be at the start of the year (see table overleaf).</b> Year 1 (Reception last year) children have been the most affected, mainly due to the fact that they are the year group who usually make the most 'rapid progress' in the summer term, but also because they are the year group that require the most direct instruction from a teacher in order to progress. Without this, progress can be very much stalled, despite the best efforts of teachers with home learning.</p>
<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning for some children and some children being 'behind' where they need to be. However, most children still have an appetite for maths and lockdown has not affected their attitudes. Recall of basic skills for some has suffered. Some children though are not able to recall addition facts, times tables and some have forgotten once taught calculation strategies due to a lack of practice.</p> <p>We have planned how we can target our government catch-up funding to work on as many of the shortfalls as possible (reading in particular) and, if money allows, also writing and maths. This catch-up will use a model (where possible) that the most effective intervention and catch-up is that delivered by the children's class teachers who know them best.</p>
<b>Writing</b>	<p>One of the things we have noticed that has suffered most because of extended school closure has been the effect on many children's writing. We have found that a significant number of children have gone backwards in or lost essential practising of writing skills. Spelling, grammar and punctuation specific knowledge has suffered, leading to lack of fluency in writing. The main reason for this is that children rarely write for pleasure at home any more. Also, it is a skill which needs a lot of direct teacher instruction in order to be done well. Those who evidently didn't write much now have to work additionally hard on regaining their writing stamina and fluency and improving their motivation.</p>
<b>Reading</b>	<p>Children accessed reading during lockdown more than any other subject. This is because it is something that was more accessible for families and required less teacher input. However, a number of children are less fluent in their reading and the gap between those children that read widely and are supported with reading and those children who don't read and aren't well-supported, is now increasingly wide.</p>

As stated earlier, on our return after the first lockdown, we identified that reading would be our top priority, and we have focused heavily on getting this right. All children from Years 3-6 enter the classroom straight away in the morning and engage in sustained silent reading and reading for pleasure. During this time teachers and teaching assistants target individual children to read with them, focussing on individual reading targets.

Phonics has had a strong, renewed, focus, particularly as our youngest children have not received the direct instruction they require. For this reason, we have changed our practice in school to ensure more robust and systematic phonics intervention when children fall behind their peers (establishing small-group extra phonics lessons for affected children). These have begun in Year 1, but will subsequently expand to Key Stage 2 year groups as well. These take place before the start of the normal school day, from 8:30am until 9:00am (during the time that other children are reading for pleasure).

Parents have been encouraged to bring their children into school early, understanding the importance of their children mastering phonics. The take up and participation in these lessons has been very good so far, and we are now looking to replicate this success in other year groups.

**Non-core**

There are now some gaps in knowledge because some whole units of work have not been taught, meaning that children potentially will be less able to access pre-requisite knowledge when learning something new and they are potentially less likely to make connections between concepts and themes within the curriculum. Children have also missed out on other curriculum experiences e.g. trips, visitors. We therefore need to be constantly mindful of these aspects when teaching new content.

**Data**

**Table showing %s of children at or above the expected standard on return to 'full-time' school.**

Year Group	Reading % at and above	Writing % at and above	Maths % at and above
1	48%	25%	49%
2	61%	61%	67%
3	70%	61%	67%
4	71%	67%	69%
5	72%	67%	71%
6	74%	64%	77%

*\*Reception are not included due to differences in how they are assessed.*

**Pupil Premium %s of children at or above the expected standard in Years 1-6:**

Reading: 51%          Writing: 34%          Maths: 37%

**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**

EEF Guidance:	Desired outcome	Chosen approach	Anticipated cost
<p><u>Supporting great teaching:</u></p> <p>Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.</p> <p>Almost all schools will also have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school. Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support.</p>	<p>Teachers are developed and supported with access to high quality training and CPD.</p>	<p>The National College CPD suite</p>	<p>£1,000</p>
<p><u>Pupil assessment and feedback</u></p> <p>Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils’ wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.</p> <p>For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.</p>	<p>Teachers have a very clear understanding of what gaps remain in learning and use this knowledge to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>National ‘NFER’ standardised tests provided to assist teachers in identifying gaps.</p>	<p>Cost subsumed within budget</p>
<p><u>Transition support</u></p> <p>All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19. Planning and providing transition support, such as running dedicated transition events—either online or face-to-face, as restrictions allow—is likely to be an effective way to ensure pupils start the new year ready to learn. Transition events might focus on sharing information about school with children and their families or running activities designed to make pupils feel comfortable in their new school, for example by introducing pupils to their new teachers and classmates. Additional transition support might include using assessment to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils’ strengths and areas for development with colleagues, including between primary and secondary schools where possible.</p>	<p>Children who are joining school from different settings or who are beginning their schooling with The Coppice have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>A virtual tour of The Coppice Primary School has been shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining The Coppice.</p>	<p>£400</p>
<p><u>Total budgeted cost (section i)</u></p>			<p>£1,400</p>

ii. Targeted approaches			
EEF Guidance	Desired outcome	Chosen approach	Anticipated cost
<p><u>1-to-1 and small group tuition</u></p> <p>There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p> <p>As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catch-up approaches. Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.</p>	<p>Identified children 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>Two teachers will be employed to deliver targeted intervention programmes</p>	<p>£33,877</p>
<p><u>Intervention programme</u></p> <p>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.</p> <p>Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.</p>	<p>Similar dips in attainment will be reduced in writing and maths.</p>	<p>Appropriate intervention programmes, such 'Direct Instruction', support those identified children in reinforcing their understanding of basic maths skills and application of number as well as in reading and writing.</p> <p>The Sounds Write programme will be used in EYFS and Infants to close the gaps in early reading and phonics.</p>	<p>£3,000</p> <p>£4,840</p>
<p><u>Extended school time</u></p> <p>In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school. There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour. However, to be successful, any increases in school time should be supported by both parents and staff</p>	<p>Identified children are able to access a daily morning intervention. The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.</p>	<p>Increased TA hours to enable additional teacher release time at the start of the day on interventions.</p> <p>Additional PPE (screen) purchased to enable intervention across year groups.</p>	<p>£11,077</p> <p>£200</p>
<u>Total budgeted cost (section ii)</u>			£52,994

<b>iii. Wider Strategies</b>			
<b>EEF Guidance</b>	<b>Desired outcome</b>	<b>Chosen approach</b>	<b>Anticipated cost</b>
<p><u>Supporting parents and carers</u></p> <p>Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils. Providing additional books and educational resources to families over the summer holidays, with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children.</p>	<p>The relationship between school and parents remains strong.</p> <p>Parents are supported when issues arrive through targeted support.</p> <p>Important teacher meetings can continue to take place remotely.</p>	<p>One staff member trained in providing parental support sessions through the Thrive programme.</p> <p>School Cloud package purchased to facilitate Parents' evening meetings</p>	<p>£537</p> <p>£678</p>
<p><u>Access to technology</u></p> <p>Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback— is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced.</p>	<p>All pupils have adequate access to technology in school and this is used effectively.</p>	<p>Purchase of a new Chromebook Trolley to facilitate Chromebook use across all year groups.</p>	<p>£780</p>
<p><u>Summer Support</u></p> <p>NA</p>			
<u>Total budgeted cost (section iii)</u>			£1,995
<b>Total budgeted cost</b>			<b>£56,389</b>
<b>Cost paid through Covid Catch-Up fund</b>			<b>£49,680</b>
<b>Cost paid through school budget</b>			<b>£6,709</b>