



# BARTONS PRIMARY SCHOOL CATCH UP PREMIUM PLAN : 2020-2021



School	Bartons Primary School				
Academic Year	2020 - 2021	Total Catch-Up Premium	£16,000	Number of Pupils	200

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 year's 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 DfE Re-opening guidance on curriculum expectations (Section 3: Curriculum, Behaviour and Pastoral support) for the next academic year.</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 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.</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> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>• Supporting parent and carers</li> <li>• Access to technology</li> <li>• Summer support</li> </ul>

Identified Impact of Lockdown							
Gaps in Curriculum Identified							
Subject	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Maths	* Baseline shows that children's counting skills have been retained from their nursery education but their concepts of number are underdeveloped. Mathematical language is also poor.	Understanding increase Adding with rods Subtracting and how many more Time Add and subtract facts to 10 in context Inverse Meaning of '=' Estimating Patterns Finding numbers on 0-100 number line. Count in 2, 5 and 10 Add three numbers Calculating after partitioning	Empty box problems Add and subtract 1 digit number to and from 2 digit numbers Rounding Mental strategies for near doubles and subtract 9. Bridging multiples of 10. Finding all possibilities Money Time Measure (some in Autumn).	Partitioning to add and subtract Column method for adding and subtracting Short method for multiply and divide Connections between divide and fractions Money Measures units and calculating. Sequences	Multiplication short method Dividing short methods Multiples 24 hour clock Fractions, decimals. Calculating with money Units of measure - length, mass and capacity Puzzles and patterns Reasoning problems.	Angles Charts Volume and capacity Time Written calculation methods (all) Patterns and reasoning. Problem solving - several steps Money	Angles Charts Volume and capacity Time Written calculation methods (all) Patterns and reasoning. Problem solving - several steps Money
Reading	* Baseline shows that children's understanding of grapheme/phoneme representation is weak. The phonological awareness has been a focus for the first half of the autumn term but the children do have a love of song, story and rhyme.	Contractions Link reading to own experiences Predictions Discuss significance of events Use vocabulary, knowledge and background info to help Word meanings	Discuss favourite words and phrases Ask and answer questions Make inferences in books they already know Poetry CEW reading Read words with two syllables or more.	Character feelings, motives and thoughts from their actions Word meaning Use a dictionary to look up word meanings Poetry	Language, structure and presentation contribute to meaning Words and phrases to capture interest Infer character feelings Poetry Familiarity with a range of genres Read books structured in different ways CEW reading Read using root words, prefixes and suffixes to work out meaning.	Comparisons between texts Poetry Fact and opinion Prediction	Comparisons between texts Poetry Fact and opinion Prediction
Writing	* Baseline shows children's fine motor skills are poor. Some children have not developed a dominant hand for handwriting. The children are keen to be involved in	Read work aloud Discuss writing with adult Write sentences and re-read Write short narratives Handwriting Leave space between words ing, ed, er, est endings s or es for plurals Spell days of week CEW spelling	Poetry Check use of verbs Proof read for errors in spelling, grammar and punctuation. Read work aloud Join handwriting Possessive apostrophe in singular form Suffixes	Homophones Word families A or an Prefixes Present perfect verbs Time and cause - conjunctions, adverbs, prepositions Adding clauses using subordinates	Possessive apostrophes in regular and irregular plurals suffixes Speech marks Commas after fronted adverbials Word families A and an Prefixes Present perfect verbs	Relative clauses Subject and verb agreement in singular and plural use Consistent tenses Editing Organisational and presentational devices Precis longer passages Prefixes and suffixes	Relative clauses Subject and verb agreement in singular and plural use Consistent tenses Editing Organisational and presentational devices Precis longer passages Prefixes and suffixes

	activities that promote early mark making.	FS, CL, ! and ? to demarcate sentences.	CEW spelling Expanded noun phrases	Pronouns Proof read for spelling and punctuation Paragraphing Possessive apostrophes including plurals	Subordinate conjunctions and clauses. Editing - particularly for spelling and punctuation errors. Handwriting	Homophones Silent letters	Homophones Silent letters
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### Planned expenditure - Spring Term 2021

#### Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<u>Ongoing monitoring of gaps:</u>  Teachers are able to cross reference their AFL judgements against a standardised system which will give them a greater degree of confidence in the accuracy of their assessments.	Purchase the NFER tests for Reading and Maths for Y3-5. Purchase the NFER tests for Year 1 Spring and Summer. (£500.00)  (Year 2 and Year 6 to use past papers)		AP	March 2021 June 2021
<u>Teaching to promote rapid progress:</u>  Children identified with having the greatest deficit against age related expectations will progress quickly reducing the 'gaps' in their knowledge and skills in writing (specifically GPS). They will be better equipped to transition into the next year group with the skills and confidence needed.	Employment of an additional teacher to reduce class size and provide team teaching. Provision of PPA for the additional teacher alongside the class teachers.  (£4,875)		KP/AP/Jo W	March 2021 May 2021

#### Targeted approaches

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<u>1:1 and small group tuition for Speech and Language</u> Identified children will have developed greater confidence and accuracy in their verbal communications.	NELI (Nuffield Early Language Intervention) delivered to EYFS. Teaching assistant training and online resources.  (£0)		AP/SY/RS	July 2021
<u>1:1 and small group tuition for phonics</u> Identified children will have significantly increased rates of reading fluency. They will be confident readers.	1:1 phonics tuition provided by teaching assistants as additional input alongside daily differentiated phonics. Purchase 1:1 tuition pack  (£239.40)		HR	April 2021
<u>1:1 and small group tuition as listed below (1-3)</u>	Employment of an additional teacher to deliver high quality intervention.  (£4,875)		AP/Jo W	March 2021 May 2021
1) <u>1:1 and small group tuition for reading and writing</u> Identified children will develop their skills for comprehension. Through the stimulating text based approach they will develop their stamina and GPS skills for writing.	Fresh Start RW I reading programme Years 4 and 5 or Catch up writing intervention for Year 4 and 5.  (£400)		AP/Jo W	March 2021 May 2021

<p>2) <u>1:1 and small group tuition for Speech and Language</u>  Identified children will develop their speaking and listening skills enabling them to fully access and contribute academically and socially in school.</p>	<p>Narrative therapy groups KS1, KS2 - resources in school.  Free training through speech and language services.  (£0)</p>		<p>AP/Jo W</p>	<p>March 2021  May 2021</p>
<p>3) <u>1:1 and small group tuition for vocabulary development</u>  Identified children will develop a range of vocabulary which they understand and can use with confidence. This will impact on their communication skills and their writing.</p>	<p>Vocabulary group Y3/4 - resources in school.  (£0)</p>		<p>AP/Jo W</p>	<p>March 2021  May 2021</p>
<p>Total budgeted cost</p>				<p>£10,889.40</p>
<p>Carry over to Summer Term tbd</p>				<p>£5,111.00</p>