

# Alma Park Primary School COVID-19 Catch-Up Premium Plan

## Summary Information

Total Number of Pupils	433 (Reception to Yr6)
Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget:	£36,560

### What is Catch Up funding and why has it been provided?

It is a specific grant which will only be awarded for a limited time period, providing funding for schools to support children and young people to catch up on missed learning caused by coronavirus (COVID19). This is especially important for the most vulnerable pupils and pupils from disadvantaged backgrounds who have been shown to have been most affected.

The Education Endowment Foundation (EEF) has published a support guide containing evidence based approaches to catch up for all students which has helped Alma Park consider and decide how to make use of their funding in the most effective ways.

## Strategy Statement

Alma Park's catch up priorities have been identified as:

- a focus on wellbeing for all
- increased opportunities for learning outdoors
- use of wider enriching experiences, such as the use of local visits and visitors and opportunities for creative/practical activities
- a focus on the teaching and learning of key skills in Reading, Writing and Maths (Arithmetic and Number Facts)
- a revised curriculum which supports the consolidation of Science and foundation subject topic taught during lockdown

These priorities have been identified through a range of means, including an analysis of home learning provision and responses, whole school priorities for wider return document created from staff feedback, feedback from families, classroom based short focused baseline assessments, ongoing assessment for learning strategies and through discussions with pupils and staff. The results of these have all been used to identify gaps in learning and areas for development.

The overall aim of our catch-up premium strategy is to support children' social and emotional wellbeing and re-engage our learners in order to raise the attainment of all pupils and close the gap created by COVID-19 school closures, ensuring that the children who are identified as disadvantaged are a key focus group.

This will be done through:

- Quality first teaching provision for all – high quality teaching and learning will be the preferred way to narrow the gap for all
- Ensuring children's emotional health and wellbeing are supported as a priority, enabling them to then confidently and comfortably be prepared to access academic learning
- After/before school booster groups for targeted KS2 children

- External National Tutoring Programme provision – online tutoring for targeted KS2 children
- Extra sessions on Reading Eggs/Express/Times Tables Rockstars/Mathletics/Spelling programme/Phonics
- Use of ready prepared materials with a small target group of children re identified gaps in learning
- Sharply focused pick up sessions with target children (number facts to 10/quick daily read/handwriting/key spellings/Target Times table/phonics)
- Use of the outdoors/trips/visits to support learning and engage our learners
- Creativity focus days to motivate and engage children
- Curriculum long term planning updates for Science/Computing and the foundation subjects which ensure gaps in provisions are identified and key learning planned into existing matched topics.

### Barriers to Future Attainment

**Academic barriers:** current levels in core subjects - low % of children achieving ARE, low % of children achieving ARE across 3 core areas, % of New to English learners in each classroom, % of children new to AP with limited previous school experiences/confidence with basic skills, % of children with specific learning needs, decrease in % of children making expected progress over time, % of PP children achieving ARE in core subjects at end of KS1/KS2

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|----------|---|
| <b>A</b> | Reading is a school priority, with many of our children at levels below that expected for their age nationally. This gap has furthered increased as a result of Covid 19/lockdown periods. Although reading opportunities were delivered through our home learning provision, many children did not have access to books at home, or the opportunity to discuss and reflect on the content of their reading/clarify unknown language and respond and discuss a variety of questions around the text. Feedback from many families also showed that trying to manage working from home and support their children with their home learning was a challenge.   |
| <b>B</b> | Our approach to writing in school is through the Talk4Writing model, which is heavily based on shared talk/generating and collecting language, sharing ideas and modelling of skills from the teacher prior to the children working on their own pieces of writing. Our home learning provision provided writing opportunities and modelling of ideas/skills but analysis of activities returned by children during lockdown periods showed that although some children were writing, their writing was often short and lacking in detail and fluency. Many children did not return any written pieces and as a result, standards in writing and motivation to write/writing fluency/stamina have all suffered.   |
| <b>C</b> | Our approach in Maths is based on the Concrete/Pictorial/Abstract(CPA) model in which children are initially encouraged to use Math’s manipulatives to develop and secure their understanding of Math’s concepts prior to moving onto pictorial, then abstract ways of learning. Although home learning provision was planned with modelled examples of equipment that could be used at home (pasta/marbles/beads/beans etc) much of our provision was based on the pictorial and abstract ways of learning. As a result, gaps in knowledge have been identified and many basic skills in Arithmetic (number bond facts/times tables/calculation strategies in the four areas of number) have been either lost or need revisiting/practice and consolidation.             |
| <b>D</b> | Learning across the curriculum in other subjects, such as Science, Art and D+T, which are based on practical elements and require a range of resources, (some specialized to particular topics) were not able to be delivered in this way over lockdown/periods of home learning. This has resulted in a lack of opportunity for many children to continue to develop and apply skills such as cutting, sticking, measuring, considering use of materials, choosing and using equipment as well as social skills (e.g. co-operating with others, discussion and turn taking) and personal attributes (e.g. perseverance, resilience, independence and creativity). Knowledge based content and subject specific skills progression has also been missed by some learners. |

### Additional Barriers

<b>E</b>	Analysis of home learning and feedback from family welfare calls identified that a significant number of children struggled to access the home learning provision due to a range of factors, resulting in increased gaps in learning between peers across a range of subjects and with a range of skills.
<b>F</b>	<p>Feedback from staff and children identified a number of areas of concern including:</p> <ul style="list-style-type: none"> <li>• Increased use of screen time for home learning while out of school and lack of home resources resulting in decreased opportunities for hands on, practical and creative based learning</li> <li>• Reduced use of the outdoors for activities and physical exercise</li> </ul> <p>Greatly limited opportunities for enriching experiences such as visits and visitors</p>
<b>G</b>	Feedback from children and staff indicated that due to the isolating nature of lockdown, the importance of time to reconnect with others and school was a priority.

### Planned Expenditure

Quality of teaching for all					
Action (Intent)	Approach (implementation)	cost	Impact when reviewed	Staff lead	When will you review this?
Key skills for Writing identified for each year group	INSET for staff to identify key skills for writing which need to be prioritised and practiced. Used as basis for planning daily short burst writing opportunities and foci for grammar and sentence level work.			KHu	Termly through moderation INSET and book looks
Reading Scheme for whole school approach	Purchase of Cracking Comprehension Scheme Yr1 to 6 Staff INSET to look at scheme and delivery. Weekly shared reading sessions for each class based on sharing text/clarifying vocabulary/discussing questions/locating evidence in the text and modeling and sharing answers.	£884 for scheme and 1 year's subscription to online platform		KHu	Termly – book look and reading walk
Short focused skills teach and practice – spellings/counting/handwriting	Target children identified in each class (whole school) for quick 5/10 min sessions over the week. TA supported			KHu/JB All Staff	Half termly

Curriculum Prioritisation documents used in Maths and key learning identified	<p>INSET and year group meeting to look at Maths Prioritisation documents. Teachers to evaluate learning re current class against these and develop a focused plan for key learning in Maths for Summer term.</p> <p>INSET to feed this information into 2021/22 long term plans for Maths to ensure skills progression and continued focus on consolidation of previous learning and identifying and teaching of next steps.</p> <p>Ready to Progress materials used for lessons with a focus on paired talk and use of concrete apparatus to model and explore taught concepts. Whole class floor books used to record activities and feedback notes.</p>			JB	July and end of terms 2021/22
Phonics	EYFS/KS1 – increase daily phonics session to twice daily			Khu + staff	End of each term
NELI language intervention	<p>EYFS – assessment of children for the NELI programme.</p> <p>The Nuffield Early Language Intervention (NELI) will be used to improve listening, narrative and vocabulary skills.</p>			KHu + staff	End of 20 week sessions
Daily read/counting	Each class to ensure a daily whole class read/counting/times tables activity			KHu/JB + class teachers	Termly
Science 2 year planning cycle in place to ensure curriculum coverage	Science Coordinator to audit topics covered over lockdown and impact on subject knowledge and skills. Identify areas of missed learning and adjust long term plan to address. Staff INSET to support with this			MM + class teachers	ongoing
Total budgeted cost:					£884

Targeted Support					
Action (Intent)	Approach (implementation)	cost	Impact when reviewed	Staff lead	When will you review this?
Increased opportunity for targeted children to access online learning platforms reading eggs/eggspress/ Times Tables Rockstars/Matheltics	Yr1 to Yr6 Purchase of 3 x laptop charging trolleys (1 x Yr1/2, 1 x Yr3/4, 1 x Yr5/6) and 45 sets of headphones to support target children with extra daily sessions (10/15 min) on these learning platforms. Yr1 to 6	£2865 £649		JB + class teachers	Half termly
Online NTP tutors	Targeted 1:3 for 15 x 1hr online sessions, Summer Term 2021 Yr6 – 4 groups, 1:3 for Reading Yr5 – 4 groups, 1:3 for Reading and 3 groups, 1:3 for Maths  Targeted 1:1 Maths, 15 x 1hr online sessions, 2021/22 Yr5 and 6 - Autumn 2021 +Spring 2022 (30 places) Yr3 + 4 – Spring 2022 + Summer 2022 (30 places)	£525 £1,286  £2460 £2460		JB	End of each 15 week block
In school sharply focused pick up sessions for target groups: Phonics Reading Times tables Number facts Handwriting/Spelling	Nursery to Yr6, target children identified for small group focused teaching for reading/phonics/handwriting/number facts and arithmetic skills/times tables during the school day. Teacher and TA led			JB/KHu + staff	Half termly

After/before school target groups	Target children identified for extra support with specific areas re Reading/Maths – groups of around 6 to 8 children, led by either Teacher or TA Yr6 – Maths x 2 groups – 5 weeks, 1 x Reading group 9 weeks Yr5 – Reading and Maths x 3 groups 5 weeks Yr4 – Reading x 2 groups, Maths x 2 6 weeks Yr3 – Reading x 2 groups, Maths x 2 groups 6 weeks	£200 £300 £120 £480		JB	End of each block of provision
Additional staffing	Temporary contract for TA3/4 to support targeted interventions – either to lead or to release class teacher to deliver	Approx £11,000 per year for 15 hours		SLT	
Total budgeted cost:					£22, 345

### Other Approaches

Action (Intent)	Approach (implementation)	cost	Impact when reviewed	Staff lead	When will you review this?
Day per half term for creativity focus	Pupil voice – decide which creative/practical activities the class would like to do and create choice list. 1 day per half term for the class to carry out their chosen creative activity.	Up to £1000 per term x 3 for whole school resources to support = £3000		SLT + SM/AF	end of each half term
Local area used for visits/visits planned 2 per half term	List created of local places for class visits to support/enrich teaching and learning. Each year group to plan for 2 per half term			SLT + SM/AF	Termly
Weekly outdoor lesson	Weekly opportunities to be planned for to learn outside e.g.			SM/AF	Half termly

	story time, shared and individual reading, art, science investigations, literacy sensory experiences, Maths in the environment			Class teachers	
Wellbeing	5 ways to wellbeing – daily theme and activities to choose from, each class to carry out an activity to settle all back into school. Books purchased for class/group/individual use re feelings/mental wellbeing. Class involvement in creative days – discussing/choosing/planning and participating. Sense of ownership/inclusion	£250		DS/EC	July 2021
				Total budgeted cost:	£3,250
				TOTAL ALL	£26,479
				Contingency	Approx. £10,081
To be used for target group sessions either in/before/after school led by in school staff or NTP tutors. To purchase educational resources to support target children/school priorities e.g. reading/concrete materials/online platforms such as Bedrock vocabulary					