



# Catch-Up Premium Plan - Abbey Road Primary School

Summary information					
School	Abbey Road Primary School				
Year	2020-21	Total Catch-Up Premium	£34480	Number of pupils	431

## 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 is substantial, and the scale of our response must match the scale of the challenge.

Schools' allocation (detailed above) has been calculated on a per pupil basis, following the government's commitment to provide each mainstream school with a total of £80 for each pupil from 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 (DfE Guidance)	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 should use this document to help them direct their additional funding in the most effective way.</p>	<p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p><b>Targeted Support</b></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><b>Wider Strategies</b></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	
<b>Maths</b>	<p>Children still have an appetite for maths and lockdown does not appear to have affected their attitudes. However, not all children have accessed the daily lessons during periods of self-isolation and school closure and specific content has been missed, leading to gaps in learning and stalled sequencing of journeys.</p> <p>Recall of basic skills has also been affected – eg: children not able to recall addition facts and times tables; some have forgotten once taught calculation strategies. This is reflected in ongoing assessments.</p>
<b>Writing</b>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however many have lost essential practising of writing skills. Those who have maintained writing practice throughout lockdown have been less affected. However, those pupils who haven't practised writing as often, especially at length, have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p> <p>Pupils have also missed teaching of specific GPS rules (grammar, punctuation &amp; spelling), which has also affected writing fluency.</p>
<b>Reading</b>	<p>The overwhelming majority of children continued to access reading during lockdown. This was something that was more accessible for families and required less teacher input. (Many parents used the on-line books, such as Oxford Owls, and also the widely available audio books.) However, children are less fluent in their reading and the gap between those children that read widely and those children who do not, has widened.</p> <p>The same is true for phonics and while most children in years R and 1 accessed the daily phonics lessons provided throughout lockdown, some did not. 84% of Y2 pupils met the expected standard in the Year 1 phonics screening, carried out in the autumn term. This is lower than typical for Abbey Road and highlights pupils who did not engage as fully in lessons during the period of school closure.</p>
<b>Non-core Subjects</b>	<p>There are now significant gaps in knowledge where whole units of work have not been taught in school, meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on curriculum experiences such as trips, visitors and the 'wow' curriculum moments used to launch and close topics.</p>
<b>Emotional and Social Wellbeing</b>	<p>During lockdown, we received several reports of pupils experiencing issues relating to their emotional and social wellbeing while away from school and their peers. This included issues of engagement and lack of motivation with home learning. However, despite the additional pressures of lockdowns and remote education, children have generally shown huge resilience in the face of change and most made the transition back into school very well after extended periods at home.</p> <p>That said, a number of individuals have continued to experience some difficulties in this area and our ELSA (Emotional Literacy Support Assistant) has received more referrals for support during the last ten months than typical. This includes issues such as increased anxiety, obsessive behaviours, anger and social/friendship difficulties – in many cases, intensified by matters relating to Covid-19.</p>

**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 Learning**

EEF Recommended Strategy	EEF Rationale	Chosen approach at Abbey Road	Cost	Expected Impact
<p><b>Supporting great teaching</b></p>	<p><i>Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning.'</i></p> <p><i>Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development.</i></p>	<p>All subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Manipulatives are accessed regularly in Maths to support understanding.</p> <p>Continue to engage in Equals Trust CPD. Increase the number of individuals who can attend virtual sessions, where appropriate, by facilitating more cover to be available.</p> <p>Appraisal for teachers and TAs to identify individual training needs. Monitoring to be rigorous, to ensure professional development activities and areas for development are followed up and supported.</p> <p>New staff, and staff requiring additional support, to receive in-school support and mentoring.</p>	<p>Additional manipulatives (eg: Base 10, Numicon, Cuisenaire, place value counters, tens frame counters) - <b>£1192</b></p> <p>CPD budget – training identified via appraisal and cover for EQT training - <b>£2200</b></p>	<p>Knowledge gaps will be identified, and planning adapted to address these. This will ensure that attainment across the Curriculum is maintained and pupils attain in line with National Expectations.</p> <p>The use of manipulatives in Maths will ensure that children are able to use concrete aids to build their understanding of abstract topics. Maths outcomes do not widen because of Covid and evidence of outcomes continue to improve across the school.</p> <p>A personalised approach to CPD will ensure quality first teaching for all children.</p> <p>All teaching will be at least good.</p>
<p><b>Teaching assessment and feedback</b></p>	<p><i>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 accuracy of assessments.</i></p>	<p>Staff to revisit marking and feedback policy and guidance.</p> <p>Staff to use 'low-stakes' assessment tools such as Learning By Questions and White Rose Maths unit assessments to help identify learning gaps and support targeted teaching.</p> <p>Employ assessment for learning strategies in subjects other than maths and English, in order to identify gaps. Teachers to have opportunities to assess these subjects.</p>	<p>LBQ subscription - <b>£250</b></p> <p>Release time for non-core subject leaders (½ day per subject) - <b>£1100</b></p> <p>Additional ipads to support wider use of assessment apps, such as LBQ - <b>£270 per ipad (x10 £2700 overall)</b> <i>There is currently a national shortage of devices – awaiting products</i></p>	<p>Ensuring effective feedback is given to pupils will enable them to identify areas for development and make improvements.</p> <p>Analyses of assessments will identify gaps and inform future planning. This approach will support in closing gaps in R/W/M – performance data will evidence this.</p>

		<p>Subject leaders to revisit progression grids and adjust curriculum map accordingly.</p> <p>Assessment cycle to be revisited and standardised tests used to identify gaps and offer standardised score. The analysis will then inform pupil progress conversations and lesson planning.</p>		
<p><b>Supporting remote learning</b></p>	<p><i>Focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning. EEF suggests that when implementing strategies to support pupils' remote learning, or supporting parents to do so, the key things to consider include:</i></p> <ul style="list-style-type: none"> <li>• <i>Teaching quality is more important than how lessons are delivered</i></li> <li>• <i>Ensuring access to technology is key, particularly for disadvantaged pupils</i></li> <li>• <i>Peer interactions can provide motivation and improve learning outcomes</i></li> <li>• <i>Supporting pupils to work independently can improve learning outcomes</i></li> <li>• <i>Different approaches to remote learning suit different tasks and types of content</i></li> </ul>	<p>In the event of a whole bubble being required to self-isolate, or in the event of a local or national lockdown, teachers to be provided with dedicated non-contact time to enable them to prepare a full timetable of remote learning activities, which is in line with schools' curriculum and as close as possible to content being delivered in school. Non-contact time will also enable teachers to provide additional support to parents, as required, and to provide regular feedback to pupils.</p> <p>CPD dedicated to remote learning, sharing good practice across school and learning from other schools within Equals Trust.</p>	<p>Subscription to online resources that can be used within school and also at home (eg: White Rose Premium, Times Tables Rock Stars, Numbots, Spelling Shed, VIPERS/Literacy Shed) - <b>£785</b></p> <p>School to purchase additional laptops, to enable more devices to be loaned to pupils working at home.</p> <p>32 x pupil laptops - <b>£8160 (£255 per device)</b></p> <p>Purchase WordSparks reading scheme – reading books with partner texts for reading at home - <b>£2512</b></p>	<p>By ensuring prompt and relevant remote learning is accessible, any gaps that children experience in their learning due to absence will be minimised and data will evidence that predicted targets end of year targets will be achieved.</p>

**Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)**

**ii. Targeted Support**

EEF Recommended Strategy	EEF Rationale	Chosen approach at Abbey Road	Cost	Expected Impact
<p><b>One to one and small group tuition</b></p>	<p><i>High quality teaching is supported by, and inextricably bound to, targeted academic support.</i></p> <p><i>Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures.</i></p> <p><i>This may require targeted one to one or small group tuition to address gaps.</i></p> <p><i>There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.</i></p> <p><i>Providing additional out-of-class support after lessons can help to close gaps and/or deepen understanding. It may again be useful to look back at previous years' steps to support this.</i></p>	<p>Additional teachers employed within younger year groups to facilitate smaller group teaching during one half term of the year.</p>	<p>Additional teacher to facilitate smaller teaching groups for three mornings per week – summer term 1 (7 weeks)</p> <p><b>£3150</b> (Initially run with one year group &amp; measure impact. Potentially roll out to further year groups in summer 2, depending upon outcomes.)</p> <p>Additional teacher to facilitate smaller teaching groups for three mornings per week – summer term 2 (7 weeks)</p> <p><b>£3150</b> (pending impact review)</p>	<p>By increasing targeted time spent reading/supporting maths 1:1 data analysis will indicate gaps in reading/maths progress will close.</p>
<p><b>Intervention programmes</b></p>	<p><i>Generally, the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a 'best bet' and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils. We suggest schools should adopt one or two well-chosen, and well implemented, TA-led interventions, judiciously used to complement and extend class-based teaching and learning.</i></p> <p><i>In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</i></p> <p><i>Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are</i></p>	<p>White Rose Maths – catch-up programme</p> <p>Switch-on Reading intervention extended (school currently has two members of staff trained and one set of resources; this is to be doubled using the catch-up fund)</p> <p>Purchase of additional reading books to support targeted individuals with decoding skills and reading fluency.</p> <p>Additional teaching assistant hours funded to complement and extend class-based teaching &amp; learning during afternoon sessions. (Teaching Assistants to work under guidance of class teachers)</p>	<p>White Rose/Power Maths workbooks and learning journals - <b>£407</b></p> <p>Switch-on Reading – training for two additional TAs and one additional set of resources - <b>£1235</b></p> <p>Purchase of Phonics Reading Scheme – Letters &amp; Sounds Decodable Readers - <b>£599</b></p> <p>Teaching Assistants employed for additional hours during afternoon sessions in summer half term 1 to deliver targeted</p>	<p>By providing maths and reading catch-up interventions for identified children, data analysis will indicate gaps in maths and reading to close and progress to accelerate.</p>

	<p><i>maintained over a sustained period of time (e.g. 8-20 weeks). Staff receive extensive training from experienced trainers or teachers.</i></p>		<p>1:1/small group tuition to identified individuals across school - <b>£1407</b></p> <p>To be repeated during summer 2 – pending impact review <b>£1407</b></p>	
<p><b>Planning for pupils with Special Educational Needs and Disabilities (SEND)</b></p>	<p><i>Creating a positive and supportive environment that promotes high standards and positive relationships can help ensure pupils can access the best possible teaching. Consistent routines are important for behaviour in school and this proactive approach to behaviour will support all pupils, including those with SEND.</i></p> <p><i>An important principle for teachers in managing behaviour is to get to know and understand each pupil, supporting them in the self-regulation of their behaviour. Self-regulated learners can see larger tasks as a series of smaller more manageable steps. Pupils will need teachers, teaching assistants or tutors to scaffold self-regulation to support them in organising equipment, their time and remembering routines</i></p>	<p>Regular SEND reviews ensure that teachers are fully aware of pupils and their individual needs.</p> <p>Personalised plans and the systematic approach of the SENCo ensures provision is implemented and individual needs are met.</p> <p>Within both SEND Reviews and pupil progress meetings, pupils and their needs are discussed. Targets are identified and strategies/support put in place to ensure the delivery is both efficient and effective.</p> <p>SEND Support Plans evidence pupils needs, targets and the interventions/support planned. Documents are shared with relevant staff and parents.</p>	<p>Additional non-contact time provided to SENCO to support communication with staff, parents and external agencies (one additional morning per fortnight) - <b>£2850</b></p> <p>Additional resources to support with individual learning needs, which can also be loaned to pupils for periods of remote learning (eg: reading pens, structured reading scheme – additional books) - <b>£500</b></p>	<p>By ensuring a personalised approach to interventions and support given to those children with complex needs, analysis will evidence that targets have been achieved.</p>

**Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)**

**iii. Wider Strategies**

EEF Recommended Strategy	EEF Rationale	Chosen approach at Abbey Road	Cost	Expected Impact
<p><b>Supporting pupils' social, emotional and behavioural needs</b></p>	<p><i>A large and often unrecognised part of teachers' work has always involved providing support for pupils' social, emotional and behavioural needs.</i></p> <p><i>Understandably, the impact of Covid-19 closures means many schools are revisiting their approach, to secure support in readiness for this new school year.</i></p> <p><i>As most children will change teachers in September, valuable transition information will need to be supplemented with a sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs. Once more, meaningful and manageable assessment will be crucial.</i></p>	<p>Purchase and implementation of Jigsaw PSHE scheme - the use of weekly Jigsaw lessons will support pupils SEMH throughout the academic year</p> <p>PSHE and pupil well-being highlighted as a key priority for 2020/21.</p> <p>Increased senior teacher presence on gate and playground.</p> <p>Staffing arrangements and zoned play spaces under Covid-19 restrictions, provide pupils with consistency and familiarity.</p> <p>An increased focus and school expectation to use outdoor learning regularly in the curriculum.</p> <p>Forest School embedded within the EYFS and Year 3 curriculum – providing children with opportunity to learn personal, social and technical skills outdoors within the natural environment.</p> <p>Behaviour and Anti-Bullying policies are reviewed, in light of Covid-19 restrictions. These are communicated with all staff and pupils are aware of schools' approach. Policies are also shared with parents via the school website.</p>	<p>Jigsaw PSHE Scheme of Work - <b>£1150</b></p> <p>Increased hours to provide more time for ELSA sessions with children - additional 2.5hrs per week - <b>£770</b> (7 x pm session)</p> <p>(Initially for one half term, following pupils' return in March. Requirement to be reviewed after this time)</p>	<p>There is a whole school approach to supporting pupils' social, emotional and behavioural needs.</p> <p>Personal, social, health and economic (PSHE) education is a planned programme of school-based learning opportunities and experiences that deal with the real life issues children and young people face as they grow up.</p> <p>Our explicit approach means that we are well placed to manage pupils' return to school following periods of self-isolation or lockdown.</p> <p>Data analysis will indicate pupils' behaviour is positive.</p>
<p><b>Access to technology</b></p>	<p><i>Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for</i></p>	<p>Survey all parents to seek information about internet access and access to devices at home.</p>	<p>School to purchase additional laptops, to enable more devices to be loaned to pupils working at home.</p>	<p>All pupils have access to internet and to digital devices to enable them to access home learning.</p> <p>By ensuring that children have access to quality maths and</p>

	<p><i>example, by facilitating access to online tuition or support.</i></p>	<p>School to work as part of an Equals Trust project, to provide pupils with recycled and repurposed technology via a charity.</p> <p>Purchase additional laptops and iPads for both in school use and on loan for those with no/limited access at home.</p> <p>Staff to receive training in Microsoft Teams to use as a digital platform to support with home learning.</p> <p>Purchase licenses to online resources for pupils to use in school and at home.</p>	<p>Additional ipads to support wider use of assessment apps, such as LBO.</p> <p>Subscription to online resources that can be used within school and also at home (eg: White Rose Premium, TT Rock Stars, Numbots, Spelling Shed)</p> <p><b>(costs detailed in above sections)</b></p>	<p>spelling practice at home, supplementing the learning they are doing in school, with challenges and tasks set by the teacher at their level, data analysis will indicate there is evidence of accelerated progress in maths and spelling.</p>
<p><b>Supporting parents and carers</b></p>	<p><i>Parents have played a key role in supporting children to learn at home and it is essential that schools and families continue to work together as pupils return to school. Providing additional books and educational resources to families, with support and guidance, may also be helpful – for example, offering advice about effective strategies for reading with children.</i></p>	<p>Parents have the opportunity to email all class-based teachers to communicate concerns. This communication can take place outside of the working day to meet their needs. (It is agreed however, teachers will respond within their working day.)</p> <p>In addition to offering pupil SEMH support, parents will also be offered support. Our Family Link Worker will remain in close contact with vulnerable parents and offer any advice/signposting as/when needed.</p> <p>Daily website posts from class teachers and weekly newsletter keep parents informed and offer different types of support to parents and families.</p> <p>Some vulnerable families are provided with food parcels, in addition to free school meals.</p> <p>We will implement a differentiated and personalised approach to supporting pupils. We will create bespoke and targeted learning packs, where required. We will ensure home learning is purposeful, achievable and well monitored by staff</p> <p>The purchase of additional sets of reading books to enable school to have a ready supply of books that can be used in school</p>	<p>Increased hours to provide family support - additional 2.5hrs per week <b>(costs detailed in above section)</b></p> <p>Printing/providing workbooks/home learning resources - <b>£500</b></p> <p>Purchase WordSparks reading scheme – reading books with partner texts for reading at home <b>(costs detailed in above section)</b></p>	<p>By promoting a meaningful relationship between home and school, parents as partners will be encouraged. Parental feedback will indicate that parents feel involved and more confident in being able to support their child’s education and wellbeing.</p> <p>By ensuring that all children are able to access a wide range of reading books at both home and school simultaneously, and by providing parents with the resources to continue to practise reading at home, data will evidence accelerated improvement in the children’s reading ability.</p>



		<p>and also enough for parents to take home on a more regular basis, incorporating book 'quarantine' rules.</p> <p>Provision of resources for those who have difficulty in accessing some online resources.</p>		
Total spending			<b>£36,024</b>	
Total funding			<b>£34,480</b>	
<b>Schools main budget contribution</b>			<b>£1,544</b>	