



Disley Primary School Catch-Up Premium Report

Summary information

School	Disley Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£22,960	Number of pupils	287

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 Y11.

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

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

Wider strategies

additional funding in the most effective way.

- Supporting parent and carers
- Access to technology

Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. As we follow the White Rose Schemes of learning, it is easy to identify the missed learning from the previous year. This has been addressed by adding in recap lessons which allows the teacher to cover missed key objectives, in order for the children to progress through the new content. 'Catch up' interventions are taking place for some individuals who require additional support.</p> <p>Children still have a huge appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths. However, they have lost essential practising of writing skills. GAPs specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected. However, those who evidently didn't write much have had to work exceptionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. The gap between those children that read widely and those that don't is increasing and whilst interventions have begun, assessment week in December will further identify those pupils who need additional support to accelerate their progress and close the gap. Appropriate interventions will be put into place / reviewed to meet their individual needs.</p>
Non-core	<p>There are now significant gaps in knowledge – whole units of work have not been taught 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 the curriculum experiences e.g. trips, visitors and powerful curriculum moments. The standard of work in books is to be admired with gaps addressed when they are identified.</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 whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u> Online resources bought to support teaching inside the classroom and to support learning at home</p>	<p>Purchase of white rose maths hub resources to support Maths teaching and the upgrading of Twinkl</p>	<p>Online resources supported home learning and teachers were able to offer a broad and balanced curriculum during the lockdowns</p>	<p>RK JN</p>	<p>Sep 20</p>

		£236.52		
<p><u>Teaching assessment and feedback</u></p> <p>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.</p>	<p>Purchase and implement the updated PIRA and PUMA tests and record assessments on EazMag to identify gaps an on Insight to track performance.</p> <p style="text-align: right;">£540</p> <p>RK to take a lead in monitoring progress and to identify children who have fallen behind their pre-lockdown targets for additional booster sessions. RK to be given a day's release once per term to oversee.</p> <p style="text-align: right;">£450</p>	<p>Updated assessments give a more up to date account of the attainment and progress children have made. Gaps and children not in line to meet targets identified and adequate support put in place.</p> <p>Reports written regarding the data analysis that shows the progress and attainment of children that have fallen behind</p>	<p>Class Teachers</p> <p>RK</p> <p>SLT</p>	<p>Jan 21</p> <p>April 21</p> <p>July 21</p>
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Disley have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>A 360 interactive virtual tour of Disley Primary School is arranged and shared with all new-starters on the website.</p> <p style="text-align: right;">£150</p>	<p>School tour video allowed parents to see and get a feel of the school as they were unable to visit in person.</p>	<p>JN</p> <p>SLT</p>	<p>Ongoing</p>

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children children who have fallen more than three steps behind their current targets will have regular booster sessions led by a qualified teacher. These will target all core curriculum subject areas and will target children who have</p>	<p>A newly-qualified teacher will be appointed on a year's contract to deliver interventions two days a week. They will then work in class for the rest of the week to meet teacher standards, releasing another experienced</p>	<p>Regular booster sessions took place to support identified children. Additional virtual phonics sessions took place during the lockdown to</p>	<p>SLT/RK to oversee</p>	<p>Jan 21</p> <p>April 21</p> <p>July 21</p>

fallen behind a working towards, working at and working at greater depth standard	member of staff to also deliver interventions. £22,759	support KS1 children. Reports show progress and attainment made and the impact of the boosters.		
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iii. Wider Strategies

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p>Additional online learning resources will be purchased, such as Century, ReadiWriter Inc, Google Classrooms</p> <p>Dfe Grant for Google Classrooms:£1,000 MAT donation for Century:£2,340 School cost for remaining platforms:£2,219</p>	Online resources supported home learning and teachers were able to offer a broad and balanced curriculum during the lockdowns.	SLT Class Teachers	Feb 21 July 21
<p><u>Access to technology</u></p> <p>School-owned netbooks to be reconfigured by the IT technician and offered to families with barriers to digital access to allow children to access online learning in the event of a bubble closure or lockdown.</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>IT technician to spend one of his supporting days reconfiguring netbooks for use of the children, in need, at home.</p> <p>£256</p> <p>IT technician to spend one of his supporting days reconfiguring laptops for use of the teachers, if needed, to support learning at home.</p> <p>£256</p>	Sufficient amount of laptops and netbooks to give to children to help them access online remote education.	SLT/IT technician SLT/IT technician	Nov 20 Nov 20

	Cost paid through Covid Catch-Up	£22,960
	Cost paid through MAT/DfE donations	£3,340
	Cost paid through school budget	£4,107.52
	Total:	£30,407.52