



# Coates Primary School



## Coates Primary School Catch Up allocation.

### 2020-2021 Catch-up funding information:

Funding allocation (Mainstream Schools) 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 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. (See also EEF - School Planning Guide 2020-21 )

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. Accountability and monitoring as with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

### 2021 – 2022:

The catch-up funding carry forward is included with the schools Pupil Premium Strategy and the outline of the focus sessions are outlines below. This also includes the schools intended use of the additional School Led Tutoring Funding.

### School Overview

Number of pupils (Years R – 6)	190
Publish date	Feb 2021
Review dates	April 2022, July 2022
Created by	L Boucher
Governor Lead and Chair of Finance Committee.	

		Barrier	Expected impact/outcome
Teaching Priorities and targeted academia support	1	The limitations of home learning due to the schools current provision and how this can be developed to further improve the access to learning at home for all pupils (During individual pupil remote learning and national school closures.)	<p>A strong remote learning offer is in place particularly in school closure (Google Classroom and Zoom sessions). Chrome books have been allocated to families who were not able to access these. Staff have and continue to receive training in its use and how this can be developed for assessment etc. Learning packs have been developed and sent home for pupils. These include resources to support in English and maths, exercise books and essential stationary.</p> <p>A weekly plan is sent to pupils via Google Classroom to set out the daily tasks alongside links to lessons using Oak Academy, White Rose Maths etc. Work is uploaded to Google Classroom for the teachers to assess and provide feedback. (Please see the schools Remote Learning Policy for more details.) Drop in sessions take place weekly where teachers go through specific aspects of learning the children might find difficult. Further Zoom sessions are offered to targeted children who might be finding particular aspects difficult.</p> <p>CPG learning packs are also to be purchased and sent home for all pupils to use alongside the planned sessions and to provide additional support where required.</p> <p>Pastoral Support TA supports identified families at least weekly and also pupils who are attending school.</p>
	2	Pupils who have fallen behind in learning due to lack of engagement and/or support from home etc during lockdown and isolation periods. Key identified areas of phonics, maths and reading.	<p>Enrichment teacher 3 days per week to support small groups and 1:1 catch up for identified year groups.</p> <p>Pastoral and Catch-up allocation TA to support small groups and 1:1 pupils.</p>

		Pupils submitting work which is of a lower standard than expected and inconsistency of the subjects and work completed.	Use of catch-up funding/School Led Tutoring funding to pay for tuition for pupils, through the National Tutoring agency/schools own trained tutors, who have been identified. List of pupils to be identified and set programme for completion. Intervention to take place as part of Quality First Teaching and is planned for within all lessons. Pupils who receive the provision make accelerated progress.
	3	Access to Remote Learning for pupils who do not have the technology including broadband. Low % of pupils accessing the zoom lessons and communication with teacher through Google Classroom and Tapestry.	Chromebooks distributed to identified families from existing school stock. Registered on the Government scheme and also the LA scheme. Register created of all families who do not have access to a device and/or broadband. Chromebooks provided by the Government. Pastoral Support TA contacts identified families who are not accessing support/ uploading etc. to see if any further support can be provided.
	4	Pupils across the school have gaps in their learning (particularly English and Maths) due to school closure and isolation periods.	QLA used to inform planning and also the interventions and pupils for the tutoring programmes. SLT to look at the structure of the timetable to allow for specific allocated times for key maths and English elements. To incorporate 10 min recap in each lesson for prior learning. To include pre teaching on a Friday of key English and maths vocab which is also sent home via Google Classroom. English and Maths taught across the non-core subjects Children to make accelerated progress at each of the assessment points. To provide a balance in lessons of catch-up and teaching current year group expectation. CPG learning

			packs purchased for children to use at home to help with their English/ maths skills.
	5	Some pupils reading and phonics (RWI) ages may be lower than expected and/or they may not be on the correct reading level due to having limited access to reading material during lockdowns and isolation periods.	<p>Reading is encouraged throughout the schools with new initiative in place. Pupils have access to a wide variety of online reading opportunities, including Oxford Owl and Bug Club. They also have access to daily RWI phonics lessons with supporting resources sent home. Pupils are sent home with reading materials at the start of isolation periods (where possible). Children are encouraged to upload videos of them reading onto Google Classroom so that teachers can offer support and guidance (when completing remote learning).</p> <p>Pupils are all assessed when returning from a school closure/isolation period. Identified additional reading support provided including phonics (see details below). Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.</p> <p>To continue to promote and reward reading at home through reading certificates and other new initiatives. Power of Reading books and texts to be used when children return to school to ensure that reading has a key focus within English lessons as well as during guided reading sessions. PIXL texts to be used within Guided Reading sessions to target comprehension skills as well as using PIXL therapies for identified children.</p>
	6.	Some pupils' number fact and multiplication knowledge may be lower than expected which prevents them from being able to apply this knowledge to accurately complete reasoning questions.	<p>Identified pupils' to complete additional intervention across KS2.</p> <p>Expectation that pupils will complete regular practice on multiplication and number fact activities</p> <p>Reward systems established.</p>

Wider Strategies	7	Pupils' mental health and wellbeing has been impacted on during lockdown and isolation periods.	<p>Identify pupils who will require additional small group and/or 1:1 support.</p> <p>Children's mental health is addressed through regular (daily initially) PSHE sessions as well as Zones of Regulation.</p> <p>Training has been provided for all staff.</p> <p>Specific staff (champions) to support staff and pupils as well as Pastoral TA support.</p> <p>Buddy system in place to provide additional support for staff. Additional wellbeing support and activities sent to staff weekly.</p> <p>Mental health and wellbeing resources/ activities have been sent home for children to do with their families.</p> <p>Referral system in place to make referrals if children require a higher level of support.</p>
	8	During school closure and isolation periods pupils have been inside more and less active. Pupils have not participated in high levels of active lessons and this will need to be increased.	<p>PE planned on the Remote Learning at least two times a week.</p> <p>Pupils provided with regular movement breaks.</p> <p>School to promote the walk the mile track whenever possible at break times and lunchtimes. .</p> <p>Fitness levels of pupils returns to pre-covid levels.</p>

	9	Pupils have spent an increased amount of time completing online learning using devices. Pupils find it hard to remain focused during lessons and also have become more reliant on support from an adult or technology.	<p>Online safety taught to all year groups and information provided to parents during school closure and isolation periods.</p> <p>Regular breaks during lessons for movement.</p> <p>Information to support pupils' wellbeing provided during school closure and isolation periods.</p> <p>Additional support provided for small groups and 1:1 pupils.</p> <p>Resources provided for all pupils to encourage independence.</p> <p>Resource packs provided for Remote Learning.</p> <p>Variety of activities are planned to be practical within the Remote Learning plan.</p>
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#### Catch-up Funding Priority Areas

Action	Who	Expected Improvement	Success Criteria (Evidence)
1.1. Providing support in school and remotely for identified pupils.	LL	Pupils are able to access the Remote learning and in school classroom learning.	Increased amount of engagement of pupils being able to access the Remote and in school learning. % increase in quality of work completed.
2.1 School led tutoring sessions in place to support pupils across KS1 (1:1 or 1:3): Year 4 times tables Year 3 spelling focus Year 6 maths Year 5 maths Year 5 SPAG/Writing	Tutors	Pupils make rapid progress across the identified area for tutoring	80% of identified pupils make accelerated progress and meet PPM targets.
4.1. Using baseline assessments identify pupils to complete the 1:1 or small group tutoring programme 1 x Year 5 Maths group after school 1 x Year 4 maths group after school	Tutors	Pupils make rapid progress across the identified area for tutoring	80% of identified pupils make accelerated progress and meet PPM targets.

1 x Year 6 maths group after school 3 x KS1 maths groups within school time.			
4.2. Using baseline assessments identify pupils across KS2 to complete PIXL therapies across English and Maths.	LL Enrichment teacher	Pupils make rapid progress within the identified area using the PIXL tests and they are able to apply this to their English and maths work.	80% of identified pupils make accelerated progress and meet PPM targets
4.3 Use baseline assessment (through cold write) to identify pupils to complete basic sentence construction intervention.	Enrichment teacher LL CT Class/TA	Pupils make rapid progress from baseline in identified elements of sentence construction which they are able to apply independently.	80% of identified pupils across the school make rapid progress which is evidenced in their books and writing assessments.
KS2 to identify pupils to complete phonics intervention 4x 30 mins per week (RWI Fresh Start)	Class TA/ CT to complete assessments LD/LB to complete phonics intervention.	The correct pupils in KS2 are identified for the phonics intervention.	Targeted pupils make accelerated progress in KS2.
5.1 . Set daily short phonics intervention in KS1 and reception for identified pupils by trained staff and enrichment teacher.	KB. KS1 staff	Children make rapid progress in learning and retaining phonic knowledge and are able to apply effectively.	% of pupils will pass the phonics screening tests Year 1 in line or above national. Targeted pupils make accelerated progress in KS1 and EYFS.
5.2 2 x per week additional reading of phonics reading material (linked to their RWI phonics group) for identified pupils. To combine phonics recognition to reading (Across KS2.)	Class TA	Targeted pupils across KS2 make good progress in reading supported by a comprehensive phonics knowledge.	Targeted pupils make accelerated progress in KS2 85% of pupils meet ARE. .
5.3 Baseline assessment of pupils current reading levels to ensure they are reading the correct level reading book. LW to listen to bottom 20% of pupils read.	Enrichment Teacher LL Class TA	All pupils are placed on the correct level reading books. (Pupils levels also changed for online reading platforms.)	All pupils are reading books which are the correct level and challenge (including online books).
5.5 Pupils premium and SEND are heard read 2 x per week 1:1.	Class TA LL	Pupils identified make accelerated progress within the intervention. Pupils confidence and progress within	80% of identified pupils make accelerated progress and meet PPM targets.

		the reading levels increases alongside their comprehension skills	
5.6 Whole school reading incentives to encourage regular reading at home.	All staff	Increased % of pupils regularly reading at home including books linked to topic work.	On average pupils read at least 3 x per week. High % of pupils achieve the reading incentive.
6.2 Implement multiplication intervention for identified pupils in years 3 and 4 to support confidence recalling table's knowledge. 2 x per week with TA and daily independently.	CT/ Class TA  Enrichment teacher	Increased confidence of identified pupils to recall multiplication facts. Pupils are able to recall multiplication facts in calculations and reasoning	Targeted pupils' make accelerated progress. % of pupils pass the multiplication check at year 4 in line or above national.
6.3 Complete baseline assessment of pupils across KS2 with gaps in their basic calculation knowledge. Weekly intervention to focus on main calculations where identified	LL  Class TA  Enrichment teacher.	Pupils across KS2 will have increased confidence and accuracy when completing the basic calculations expected of their year group.	Targeted pupils make accelerated progress. 80% of pupils reach targets set in PPM.