



# RIVER HILL FEDERATION CATCH UP PREMIUM PLAN

## Summary information

<b>School</b>	Dog Kennel Hill Primary				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£7600	<b>Number of Pupil Premium</b>	94

## 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 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](#).

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 additional funding in the most effective way.

## 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
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

## Identified impact of lockdown

<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however gaps in learning have occurred.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments conducted this term.</p>
<b>Writing</b>	<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 didn't write much 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>
<b>Reading</b>	<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. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.</p>
<b>Non-core</b>	<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. Although the school provided project work for some of these units it simply didn't cover the wide range of input the children would have received if they were in school. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</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 good teaching:</u></p> <p>The foundation subject 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>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths</p> <p>Gaps in knowledge in Writing are addressed, stamina is improved and children are more motivated to writing for longer periods of time</p>	<p><b>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</b></p> <p style="text-align: right;"><b>(£500)</b></p> <p><b>Purchase additional manipulatives for EYFS/KS1 initially.</b></p> <p style="text-align: right;"><b>(£300)</b></p> <p><b>Timetable is adjusted to allow for an extra lesson on Writing. Staff training and resources</b></p> <p style="text-align: right;"><b>(£300)</b></p> <p><b>Additional phonics booster class to prepare and support Year 1 pupils for phonics. Employing a TA</b></p> <p style="text-align: right;"><b>(500)</b></p>	<p>Planning opportunities were given to subject leads to plan for key skills and knowledge missed in subjects like DT, ART and PSHCE. These were all factored in and formed part of the remote teaching and in school teaching during lockdown.</p> <p>Additional resources were purchased for Phonics and Maths mastery</p> <p>Phonics booster sessions were set up as remote sessions during lockdown. Attendance has varied but the majority of children did attend and is making good progress.</p>	<p>HoS / EHT / DHT</p> <p>HOS / EHT / DHT</p> <p>AHT</p>	<p>Feb 21</p> <p>Feb 21</p> <p>Feb 21</p>
<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><b>Purchase and implement the Rising Stars NTP termly tests and record assessments on MARK onto the SHINE platform to identify gaps to track performance and gaps and give suggestions for interventions.</b></p> <p style="text-align: right;"><b>(£854)</b></p>	<p>Tests have all been purchased and used during the Autumn 2 round of assessments.</p> <p>Shine platform purchased and interventions started in January 21. Support staff more able to support these interventions and clear GAPS are identified through them.</p>	<p>NM</p>	<p>July 21</p>
<p><u>Transition support</u></p>		<p>The EYFS video has been completed and staff have had several transition</p>		

Children who are potentially thinking of joining <b>Dog Kennel Hill</b> have an opportunity to become familiar and confident with the setting as they would during an Open Morning.	<b><i>A virtual tour of Dog Kennel Hill EYFS is arranged and shared with all new-starters. Additional time is made so teachers can have a virtual meeting with their new starters so that the child is confident in joining</i></b>  <b>(£200)</b>	meetings planned in a safe way with parents after school.	HoS / EHT – Tony	Ongoing
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ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Intervention programmes</u>  An appropriate numeracy and reading intervention, through Shine, supports those identified children in reinforcing their understanding of basic maths skills and application of number.  Children aged 4-5 years receive intervention targeting vocabulary, narrative skills, active listening and phonological awareness.	<b><i>An intervention is identified and purchased. I support staff recruited x3 days a week to deliver the intervention sessions</i></b>  <b>(£2190)</b>  <b><i>The Nuffield Early Language Intervention is a 20-week programme proven to help young children overcome language difficulties. TA to deliver and Teachers to receive training. Cover costs.</i></b>  <b>(£760)</b>	These interventions has started taking place but during the day as remote sessions. When we return to full opening, we will facilitate after school and breakfast sessions.  Staff had started their training sessions and is near complete. This will support the intervention work when children return fully.	HOS / EHT  AHT	July 21

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u>  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.  Children have access to appropriate stationery and paper-	<b><i>Additional online learning resources will be purchased, such as Spelling Shed will be purchased so that children can practise spellings at home as well as Phonics Play to help children catch up on Phonics</i></b>  <b>£450</b>  <b><i>10-day home-learning paper packs are printed and</i></b>	We have invested in the RWI phonics online sessions as this ties in with our whole school programme.  These packs have been provided on	HOS / EHT / AHT	Feb 21

based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	<b>ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</b>  <b>£500</b>	a regular basis including during Lockdown.	HOS / EHT TD	Feb 21
<u>Summer Support</u> NA				
<b>Staffing, resources, technology and training</b>		<b>Cost paid through Covid Catch-Up</b>		<b>£7600</b>