



Snape Wood Primary and Nursery School

Excellence for All

‘To provide excellence for all within a happy, safe, and stimulating learning environment’

Catch-Up Premium Plan Snape Wood Primary School

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| Name of School: | |
| SNAPE WOOD PRIMARY AND NURSERY SCHOOL | |
| Date adopted by Governing Body: | |
| AUTUMN 2020 | |
| Date of next review: | Policy Reviewed Date: |
| SPRING 2021 | |
| Signed Shewley Choudhury (Headteacher) | |
| Signed Cheryl Cotterill (Chair of Governing Body) | |

| Summary information | | | | | |
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| School | Snape Wood Primary and Nursery School | | | | |
| Academic Year | 2020-21 | Total Catch-Up Premium (£80 PP) | £13,840 | Number of pupils (based on 2019 Census) | 173 |

| Guidance | |
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| <p>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.</p> <p>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.</p> | |
| Use of Funds | 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 curriculum expectations for the next academic year.</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 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.</p> | <p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support |

Identified impact of lockdown

Maths

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 ready to progress lessons which allows the teacher to cover missed key objectives, in order for the children to progress through the new content. These lessons are clearly indicated with an 'R' on the 'Small Steps' documents and can be weaved into the sequence of learning, where necessary. 'Catch up' interventions are taking place for some individuals who require additional support on these objectives.

Recall of basic skills has really suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in baseline Teacher Assessments. Our KS1 pupils have the most significant gaps in learning. Year 2 QLA shows weaknesses across the curriculum. This is largely due to the amount of Number content that is taught in Spring 2 and Summer terms in Year 1. This is different to the rest of the school in which number is taught in Autumn.

Implement Big Maths as a strategic, targeted intervention as catch up rolling programme delivered by CT/TAs. Review regularly Key Knowledge and Skills sessions to monitor if pupils are being able to revisit identified areas from the QLA (areas which have been taught in previous year group. Those children that are at developing, should be targeted to progress rapidly for secure or more than EXS.

Focus remains on fluency and building on prior knowledge. Gaps in EYFS regarding number sense has been identified – the F1 Fluency project and the use of 5 frames has been implemented. Significant gaps in Y1 due to missed learning – Y1 fluency project and the use of Tens Frames has been implemented.

Support from LA maths consultant has been implemented - main focus on the use of manipulatives to support the children in grasping concepts.

Key focus for SWPS is to ensure the gap analysis is used to ensure that the content missed is being implemented within the structure of the maths sessions as well as using the afternoons to do interventions for all groups. This must be shown on the timetable in order to maximise the resources available. Use of precision teaching to recall facts to be implemented. Maths lead and SEND lead to support.

Writing

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.

Writing AR lowest for all year groups as is the % of children on track in terms of prior attainment. Teachers feel, and data shows, that writing is the area where children have struggled the most to maintain skills and content whilst learning at home. The Home Learning Policy identifies the resources for writing that will be used in the event of a bubble closure and the tasks follow a similar writing structure to the one that is used in class and the tasks are accessible at home both for pupils with internet access as well as those without it. Consider the teaching of grammar within the English plan to ensure coverage of the National Curriculum objectives that link in an appropriate way to the genre being covered.

Spelling as a whole is an area that teachers are finding children are struggling with. Particularly when it comes to the application of spelling. I feel the use of Class Dojo to set spellings could be a good way of engaging parents in the process at home. Use of precision teaching to support spelling.

Children have also not had the opportunity to practice and extend their vocabulary skills, leading to a lack of extended or interesting vocabulary within their writing

Handwriting was really affected during lockdown. Poor fine motor as well as poor muscle strength has been identified through poor handwriting – children struggle to hold a pencil and some younger children find it difficult to form letters. However, since October, 'Dough Disco' to improve fine motor has been introduced daily in EYFS and KS1, as well as for some SEND.

Writing is cause for concern across all year groups and the Talk for Writing model has been implemented across school to try to close gaps. The emphasis is to model and scaffold writing using Rosenshine's Principles. The children also practise their grammar and spellings in a discrete lesson every Friday.

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| Reading | <p>Children accessed reading during lockdown more than any other subject. During lockdown and since returning in September, children were able to access online books via the Oxford Owl website. The website contains a plethora of books for different age ranges so that the children are able to practise their reading and improve their reading fluency at home as well as at school. Parents have been given links to the website via the remote learning (home learning during March Lockdown) portal on our website. This is something that was more accessible for families and required less teacher input.</p> <p>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. Precision teaching to be implemented for phonics and reading across school.</p> <p>The structure of the taught Shared Reading sessions at school (KS2) allow children to become immersed in the text and teachers teach the skills required. The provision of shared reading in KS2 is developing and teachers providing carefully thought out text and questions to follow the question stems that cover the key skills required to comprehend complex texts effectively. 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. The bottom 20% of readers have been disproportionately affected</p> <p>Phonics Baseline assessments have been completed across F2 – Y3 and will be used to create a thorough judgement on standards; through showing the progress made and next steps for cohorts/key groups. This baseline data has informed intervention groups across the year groups. This data is to be repeated half termly at least to check which gaps have been narrowed and to support planning of next steps – including working with the English Hub.</p> <ul style="list-style-type: none"> • Significant gaps in pupils' skills and knowledge due to lack of daily teaching and daily practice. • Widening attainment gap between disadvantaged and non-disadvantaged pupils due to lack of daily teaching and appropriate intervention. • Lack of engagement with home learning during school closure/self-isolation <p>Early reading and phonics has seen significant decline – the decision to have the phonics lead coaching and mentoring to ensure that letters and sounds is taught consistently – Revisit, practice, teach and review. Spring data from February 2020 and baseline in Autumn 2020 shows the children in Y1/2 need significant boosting.</p> <p>Reading continues to be the number 1 priority this year with £1500 investments in new books funded by the English Hub, a Vending Machine (an incentive to fundraise for £1500) and a focus to introduce Reading Ambassadors in school to promote Reading for pleasure. School have bought online Big Cats book subscription to enable reading at home – decodable books (£999) Children accessed reading throughout lockdown and were also had access to recorded stories read to by their class teachers during lockdown. A variety of resources have been made available from a number of different sources, making this more accessible to parents. We have seen a considerable reduction in the fluency of pupils in older year groups as well as children's early reading skills and phonics have shown a decline. Focus to ensure that children are able to decode effectively will be monitored. The reading lead will support KS2 staff in understanding how to assess for reading age and stage as well as identify struggling readers through decodable book assessment.</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 prior 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.</p> |
| Wellbeing/ SEND | <p>A significant proportion of pupils have SEND and have been identified as requiring additional support with sensory needs, autism, attachment, moderate learning difficulties and social/emotional needs. All SEN pupils have returned to school in September. 1 pupil that found the return challenging and received additional support to ensure that they are in. Key high-profile SEN pupils that transitioned through with their previous teacher have settled in well. Through discussion with class teachers, the provision in the classrooms is being adapted to meet the needs of the pupils. This has been supported by the newly appointed supply SEND lead. Previously the needs of children was being met in the nurture group, but this facility is no longer in place. School is looking to implement the nurture group in the Spring Term. Previously it was possible to set up interventions groups for pupils across classes and this is no longer possible due to 'bubbles. These bespoke interventions were having a positive impact on pupils and need to continue. SEND lead is supporting staff to devise interventions within the class bubbles. Whole school training for B Squared Assessment and Autism training planned for the spring term The SEMH impact of lock-down for some pupils became apparent very quickly after our pupils returned to school. We are using our SEAL/PSHE curriculum to plan to support these pupils. The PSHE lead is supporting staff in implementing these provisions. SEND lead to look at RTI (Response To Intervention) principles – 'no child should be left behind' - to plan to support these pupils.</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 Targeted Academic Support E.g. Structured interventions/ Small group tuition/ One to one support/ Effective deployment of Teaching Assistants/ Reading interventions | Chosen approach and anticipated cost | Impact (once reviewed) | Staff lead | Review date? |
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| <p><u>Supporting great teaching:</u></p> <p>To improve quality of Remote Learning</p> <p>Subject leaders to work with teachers across the curriculum in order to adapt the learning sequences in order to fill gaps in learning.</p> <p>To ensure that objectives in core subjects best match needs of all learners.</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>Following the early identification (during partial opening and phone calls to families) of the issue of progress in writing we have implemented whole school training on writing.</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 and this supports</p> | <p><i>Staff meeting feedback and review – weekly. Share www and EBI. Support staff through coaching model.</i></p> <p><i>Additional time for subject leads to monitor, support and coach colleagues.</i> <i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p><i>Additional time given to staff who need coaching development. Release time and additional cover required to facilitate.</i></p> <p><i>Supply cover 1 x £150 x 24 wks (£3600)</i></p> <p>Implement short burst writing. Non-contact for leads to QLA quality first teaching, interventions and Catch up initiatives. School to evaluate current writing structure and look into slow writing, The Write Stuff – Jane Consodine and implementing Rainbow Grammar</p> <p>Staff meetings with Jane Gill – Manipulatives. Tens Frames. Resources bought to implement maths working area for manipulatives. <i>(£1500)</i></p> | <p>Increased confidence in delivery of sessions – ZOOM invite or recorded sessions to observe.</p> <p>Staff have in-depth knowledge of individual strengths and areas to development to enable effective planning</p> <p>CT have clarity regarding sequence of lessons to be taught – focus on knowledge and skills</p> <p>Book looks, Pupil Interviews, Planning Lesson snapshot – learning walks</p> <p>Outcomes in reading, writing and maths for all children will show progress for all groups.</p> <p>Increase in writing stamina. Evidence in sequence of lessons. Evidence of modelling and scaffolds to support children. Book looks</p> | <p>SLT</p> <p>MW T&L Lead</p> <p>English Lead/SLT</p> <p>MW/CB</p> | <p>July 21</p> <p>July 21</p> |

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| <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><i>Teachers to develop GAP action plans in order to address missed and lost learning. NFER R M SPAG tests Big Maths GAP analysis and Third Space Learning.</i></p> <p><i>Twinkl recovery for maths, writing and reading.</i></p> <p><i>B Squared assessment purchased to baseline, track and set targets for children BARE and SEND, including staff training. (£3500)</i></p> <p><i>SEND Lead to coach and support class teachers and TA's 2 days (2 days Supply £200 Autumn and Spring) £9600</i></p> <p><i>Teachers to develop GAP action plans in order to address missed and lost learning (Recovery Action Plan)</i></p> | <p>CT have confidence in identifying gaps, adapting planning and then teaching to address obj. Increase in skills taught evidenced in reasoning and problem solving.</p> <p>Pupil progress meetings evidence continuous teach practice review – baseline and end of support data.</p> | <p>SENCO/SLT</p> <p>MW</p> | <p>July 21</p> |
| <p><u>Transition support</u></p> <p>Children returning from Lockdown, self-isolation or new starters have the opportunity to understand how school works under this 'new normal'.</p> <p>Additional support for children with identified SEND needs and those who display a lack of involvement in learning or where concerns regarding wellbeing and anxiety are identified.</p> <p>Children who are joining school from different settings or who are beginning their schooling with Parklands have an opportunity to become familiar and confident with the setting before they arrive.</p> | <p><i>Videos produced and shared via website class page/Dojo or with new starters as needed so that children (and parents) have a good understanding.</i></p> <p><i>SENCO to liaise with parents and support class teachers to implement strategies to meet the needs of the children.</i></p> <p><i>A 360 interactive virtual tour of Snape Wood Primary School is arranged and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining SWPS – especially for Nursery or EYFS.</i></p> <p><i>(£600)</i></p> | <p>New starters and parents have a clear view of the school setting. Reduced anxiety and familiarisation of the setting ensures that stress and anxiety levels are reduced.</p> <p>360 interactive tour will market the school and allow prospective parents to get a feel of the school and it's ethos – resulting in increased numbers.</p> | <p>SENCO/SLT</p> | <p>Ongoing</p> |
| <p>Total budgeted cost</p> | | | | <p>£18,800</p> |

| ii. Targeted approaches | | | | |
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| Desired outcome Targeted Academic Support E.g. Structured interventions/ Small group tuition/ One to one support/ Effective deployment of Teaching Assistants/ Reading interventions | Chosen action/approach | Impact (once reviewed) | Staff lead | Review date? |
| <u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated. To rapidly improve KS1 pupils' ability in phonics & reading fluency; phonological awareness and letter-sound knowledge, oral blending, sight reading of Phonetically irregular words, their ability to read fluently. | 2 additional TA's deployed to lead additional phonics groups and Top up sessions $2 \times £110 = £220 \times 24 = £5280$ <ul style="list-style-type: none"> 1:1 phonics 'top up' sessions (daily 15-minute session over 6-8 weeks) for identified Year 1 and Year 2 pupils who require additional support to pass the Year 1 / Year 2 re-take screening check. Interventions to last from Autumn 2 onwards until the end of the year. Sessions focus on: oral blending, phoneme/grapheme correspondence, sight reading of phonetically irregular words. A Phonics Leader and a Reading lead will be released to lead the high profile reading this year. $1 \times £110 \times 24 = (£2,600)$ Employ SENCO 3 days not 2 $3 \times £220 = £660 \times 28 = (£18,480)$ | Improved performance of targeted pupils, particularly disadvantaged pupils, in phonics and reading Pupils meeting expected progress measures through the phonics programme. Gap eradicated between disadvantaged and non-disadvantaged pupils in relation to phonics test outcomes/performance in phonics. Phonics- EEF evidence: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ +4 months Disadvantaged pupils' academic performance improves with the aim that these pupils are at least in line with their non-disadvantaged peers both within school and nationally. Teaching Assistant support: https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=149&t=Teaching%20and%20Learning%20Toolkit&e=149&s= +3-5 months | SLT/CB/MW/EB | July 21 |
| <u>Intervention programme</u> An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number. | Big maths subscription $£1900$ GAP analysis and assessment Third Space Learning: one to one individual maths programme weekly: 5 children identified in $£220$ per pupil per term $\times 5 = £2200 \times 3 = £6600$ | | MW/SLT | May 21 July 21 |
| Total budget Cost | | | | £34,860 |

| iii. Wider Strategies | | | | |
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| Desired outcome Wider Strategies e.g Sustaining parental engagement/ Social and emotional learning/ Reinforcing behaviour routines/ Breakfast clubs/ attendance | Chosen action/approach | Impact (once reviewed) | Staff lead | Review date? |
| <p><u>Supporting parents and carers</u> To strengthen the partnership with parents to ensure learning is enhanced at home</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 stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning. If isolating children will access home learning via ZOOM, or Website.</p> <p>Parents will be supported so that children attend school fully</p> <p>Parents sign posted to support, other agencies, child minders – SEND lead to support</p> <p>Daily relaxation and refresh opportunities for sensory breaks: Yoga, mile a day, mindfulness, success in schools: Brilliant Breathing</p> | <ul style="list-style-type: none"> Use the website and ClassDojo to their full capacity by uploading videos to the video sharing area; publishing termly topic plans, content plans and homework; celebrating children's work and external web links. Publish PRIDE values children (achievement) list weekly. Maintain regular contact with parents with feedback via ClassDojo/email/phone and text. Implement blended learning strategy in event of bubble closure or individual isolation, to include telephone conversation with one staff member at least once a week <p>Additional online learning resources will be purchased, such as Big Cats E Book, Classroom Secrets Kids to support children reading at home. Spelling Shed will be purchased so that children can practise spellings at home.</p> <p style="text-align: right;">£1500</p> <p>2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</p> <p style="text-align: right;">£500</p> <p>Attendance certificates and medals to be purchased to promote remote learning attendance as well as in school attendance</p> <p style="text-align: right;">£500</p> <p>Boxhall profile used to establish needs where necessary</p> <p style="text-align: right;">£200</p> <p style="text-align: right;">Total Cost : £2700</p> | <p>Parents have a good understanding of the work and learning happening in school and as a consequence continue this learning at home.</p> <p>If school is in lockdown or remote learning needs to take place, little interruption happens and children continue to access a broad and balanced curriculum.</p> <p>Parents know precisely children's strengths and targets and as a consequence partnership between school</p> <p>Boxhall results will show improved wellbeing Children feel supported and calm in school Parents feel supported and engaged</p> | <p>SLT</p> <p>SLT</p> <p>SLT</p> <p>SENCO/KB/KV</p> | <p>March 21</p> <p>Feb 21</p> <p>Feb 21 - ongoing</p> |

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| <p><u>Access to technology</u></p> <p>Teachers have laptops that are equipped with webcams and visualisers 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>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.</p> <p>Whole school usage of ZOOM and Class Dojo to support home learning.</p> <p>Each class teacher to notify SLT of any child who does not have access to technology- machines will be loaned to identify families.</p> | <p><i>Purchase of Webcams (8x£90 =£720)</i> <i>Tripods for IPad (6x£30 = £180)</i> <i>Laptop stands (4x£30=£120)</i> <i>Visualiser (8x£100=£800)</i> <i>Graphic Tablets (4x££100=£400)</i> £2220</p> <p><i>Laptops from DFE distributed to children including the 4 dongles and the Vodafone SIM cards for data.</i></p> <p><i>Technical support provided by school for parents regarding downloading apps and accessing the devices.</i> <i>Telephone support provided by school for live tutorials to access remote learning or website resources.</i></p> <p><i>Website text messages bundle bought to support communication with Parents 20000 TEXT (£750)</i></p> <p>Total £2970</p> | <p>Teachers confident in supporting children during live remote teaching – able to annotate and manipulate the slides using the graphics board.</p> <p>Pupil and parent survey show positive feedback regarding remote live lessons</p> <p>Live remote register shows increased engagement from children.</p> <p>Class Dojo messages show communication between school staff and parents – including pupil interaction.</p> | SLT | July 21 |
| Total Budget Cost: | | | | £5670 |
| <u>Summer Support</u> N/A | | | | |
| | | | Total budgeted cost | £59,330 |
| | | | Cost paid through Covid Catch-Up | £13,840 |
| | | | Cost paid through charitable donations | 0 |
| | | | Cost paid through school budget | £45,490 |