



Catch-Up Premium Plan Nightingale Primary School

Nightingale Primary School

Context

School	Nightingale Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£34,640	Number of pupils	435

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 year 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

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of learning journeys. Children still have an appetite for maths and lockdown has not affected their attitudes.</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.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential stamina needed for practising 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 additionally 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, although more so listening to. 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> <p>Children in EYFS and Year 1 have significant gaps in their phonological awareness.</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.</p> <p>Children's social and emotional development and physical health has suffered. Their resilience and ability to manage feelings and relationships with their peers has been affected. Children's energy levels, stamina to focus on learning behaviours and motivation to be active have decreased. In EYFS, the prime areas of learning have been missed and therefore children are not ready for the KS1 curriculum.</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></p> <p>The foundation 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>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>Teachers and LSAs will have the skills and confidence to teach reading so that children read with fluency and good comprehension.</p>	<p><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 style="text-align: right;">(£1,000)</p> <p><i>Purchase additional manipulatives for year groups and The Nest Provision.</i></p> <p style="text-align: right;">(£1,500)</p> <p><i>Training and implementation of Read Write Inc, including access to training films and all YouTube films.</i></p> <p style="text-align: right;">(£1,825)</p>		<p>LT</p> <p>AT-B</p> <p>LT</p>	<p>April 21</p> <p>March 21</p> <p>March 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><i>Implement adjusted maths assessments based on 'Ready to Progress'. Complete termly tests and record assessments on HAM grids to identify gaps and on Insight to track performance.</i></p> <p style="text-align: right;">(£250)</p>		<p>JJ & AT-B</p>	<p>July 21</p>
<p><u>Feedback to parents</u></p> <p>Teachers will be able to carry out timely parents meeting, feeding back on children's progression both academically and emotionally and socially. Parents of SEND children will be offered additional meetings to discuss ongoing provision.</p>	<p><i>Purchase virtual meeting platform – School Cloud.</i></p> <p style="text-align: right;">(£600)</p>		<p>CK</p>	<p>Ongoing</p>

<p><u>Supporting physical health</u> Children will engage in increased physical activity, taking part initially in the Virtual Hampshire School Games and then further sports coaching.</p> <p>Children's stamina for extended writing will increase.</p>	<p>Recruitment of a sports coach to plan and work alongside teachers enhancing children's physical activity. (£3,200)</p> <p>Lunch Clubs will promote physical health and activities. (£1,800)</p> <p>With Sports leader and English Leader, facilitate daily Active in 5, which focuses on the 5 positions of Kinetic letters in 5 minutes. Each session will be pre-recorded so that bubbles can take part together. (£200)</p>		HB & HB	July 21
Total budgeted cost				£10,375

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 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.</p>	<p>LSAs and HLTAs will be identified to lead the project alongside teachers 'as and when' to support during assessment periods. (£1,200)</p> <p>Purchase additional Read Write Inc Resources (£800)</p>		LC	Feb 21
<p><u>Sensory Circuits Intervention</u></p> <p>An appropriate sensory motor skills intervention that supports those identified children to become more organised and achieve the 'just right' level of alertness they need to help them prepare for the next session of learning.</p>	<p>Appropriate training is identified and purchased. Staff on a 1:1 are trained and they are able to lead and deliver the intervention confidently (£200)</p> <p>Purchase of specific sensory equipment (£500)</p>		CG	July 21

<u>Access to technology</u> 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.	<i>Asda are to purchase 10 laptops. They are to be used to further support online access to resources for the children accessing extended school time.</i> £2500		SW	Feb 21
<u>Summer Support</u> NA				
Total budgeted cost				£2,600
		Cost paid through Covid Catch-Up		£34,640
		Cost paid through charitable donations		£2,500
		Cost paid through school budget		£314