



Gainsborough Primary & Nursery School Catch-Up Premium Plan

Summary information

School	Gainsborough Primary & Nursery School				
Academic Year	2020-21	Total Catch-Up Premium	£29,680	Number of pupils	377

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 may 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 school closure due to COVID19

Maths	<ul style="list-style-type: none">• Specific content has been missed, leading to gaps in learning.• 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.• There has been a significant drop in the number of pupils on track for school age related expectations when compared to last academic year.
Writing	<ul style="list-style-type: none">• Pupils have lost their stamina for writing• Quality and quantity of writing has been adversely affected• As a result of lack of practise, basic secretarial skills have weakened• In some cases standards of presentation have regressed• There has been a significant drop in the number of pupils on track for school age related expectations when compared to last academic year.
Reading	<ul style="list-style-type: none">• Although some children did access reading during school closure, explicit teaching of comprehension skills has been missed.• Phonics in EYFS and Year 1 is a concern.
Wider Curriculum	<ul style="list-style-type: none">• In all subject areas, content has been missed. Subject leaders have identified key areas to be taught as prerequisites in the school's 'Recovery Curriculum'.• General stamina and levels of concentration have been affected, with children unable to show the same levels of resilience for learning.• Children have missed out on curriculum enrichment activities such as educational visits and visitors to school, reducing cultural capital
Other external barriers	<ul style="list-style-type: none">• Despite the school's efforts, some pupils did not access the remote learning that was provided; many of our families were occupied by difficulties and barriers that made education less of a priority than under normal circumstances.• Daily routines need to be re-established• A large number of children did not have access to devices• Lack of social interaction and sharing time with others will need to be addressed upon returning to school• School has identified some MENTAL HEALTH issues following children's lived experiences during lockdown.• 28% of school roll have EAL and many pupils did not speak any English during lockdown. Some families returned to their home country and did not come back to school at the start of September.

Overview	
Overall Aims	<ul style="list-style-type: none"> To ensure that children have the necessary support with their social, emotional health and well-being To successfully reintegrate children back into school following a sustained period of school closure To enable pupils to quickly 'catch up' with lost learning and be back on track to achieve age related expectations at the end of each key stage To reduce the attainment gap between vulnerable and disadvantaged pupils and their peers
Catch up approaches	<ul style="list-style-type: none"> High quality assessment information used to support quality first teaching strategies Ensure the vision and values of the school are fully embedded in order to support pupils with their social, emotional health and well-being Targeted intervention and support in place for identified children Daily revisit of basic Skills and non-negotiables in order to accelerate progress Whole school initiatives that support staff well-being as well as outcomes for pupils Strong focus on improving reading skills which will underpin all areas of the curriculum Well planned 'recovery curriculum' to address gaps in learning Deliver high quality speech and language interventions to support younger EAL pupils and those with low on entry starting points in language and communication in Early Years One to one and small group tuition to address gaps in learning Extended school time for targeted groups

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 school's Recovery Curriculum 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><i>Additional time for teachers to plan the 'Recovery Curriculum' – based on assessed understanding of gaps in knowledge</i></p> <p><i>(£500)</i></p> <p><i>All staff, including TAs, to participate in 'Literacy Counts' training - Closing the gaps in reading, writing and phonics' training.</i></p>	<p>The school's recovery curriculum has been effective in identifying and addressing gaps in knowledge. A full curriculum was delivered remotely during the school closures in Spring '21 and any units of work that were difficult to deliver remotely were revisited on the return to school.</p> <p>Staff knowledge and skills improved.</p>	<p>HW</p> <p>ST</p> <p>HW</p>	<p>Nov 20 & Feb 21</p> <p>Jan 21</p> <p>Dec 20 April 21</p>

<p>The introduction of Power maths will ensure high quality teaching, progression of skills and also support the reduction of staff workload</p> <p>Daily basic skills lessons and a sharp focus on the well-paced teaching of non-negotiables will help children to rapidly 'catch up'. There are opportunities each day for repetition and over-learning.</p> <p>Pupils accumulate appropriate knowledge and skills systematically and rapidly in all subjects and secure expected attainment</p> <p>A cross-curricular approach to teaching and learning ensures that there are writing and reading opportunities across the curriculum and pupils are regularly practising and applying skills</p>	<p style="text-align: right;"><i>(Cost funded by LA)</i></p> <p><i>Staff training in the use of Power maths – in –house . - Problem solving , MASTERY approach</i></p> <p style="text-align: right;"><i>(£1000)</i></p> <p><i>Daily Dashboard and PACEY key skills lessons</i></p> <p><i>Revised medium and short term plans to secure maximum opportunities for application of key skills</i></p>	<p>Staff subject knowledge supported and work load reduced. There has been a significant increase in the number of pupils on track for school age related expectations when compared to the start of the school year.</p> <p>There has been an increase in pupils' ability to apply the basics across the curriculum, evidenced through books.</p>	<p>HW</p> <p>ST</p>	<p>Ongoing</p> <p>ongoing</p>
<p>There is a culture of wide reading for pleasure through expectations of pupils, staff and parents, high quality texts, planning and environment</p>	<p><i>Additional reading books to allow for 'quarantining' after being sent home. Ensure no opportunity lost for reading. Communicate expectations to staff, pupils and parents</i></p> <p style="text-align: right;"><i>(£2000)</i></p> <p><i>Development of reading/library areas in school – Gainsborough is a READING SCHOOL</i></p> <p style="text-align: right;"><i>(£500)</i></p>	<p>Books available for pupils to take home. Library areas developed and enhanced. Profile of reading raised.</p> <p>Daily 'live' story time during remote learning in Spring '21.</p>	<p>ST</p>	<p>Jan 21</p> <p>April 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 plan quality first teaching and targeted support</p> <p>Pupils make accelerated progress to 'catch up'.</p>	<p><i>Diagnostic assessments to take place in September to establish a baseline and then at the end of each term.</i></p> <p><i>Teachers to use ongoing assessment for learning in lessons leading to activities matching the needs of individual pupils.</i></p>	<p>Staff able to identify gaps in pupils' learning and adjust planning accordingly.</p> <p>Pupils made good or better progress evidenced in school data and in books.</p>	<p>HW/JN</p> <p>HW/JN</p>	<p>Termly</p> <p>Ongoing</p>
Total budgeted cost				£4000

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Children make accelerated progress and secure expected attainment	<p>Daily small group Year 1 & 2 Phonics booster lessons (£5554)</p>	Pupils in Y 1 and 2 made accelerated progress in phonics. 74% of Year 2 pupils passed the Phonics screening test in Autumn 2020. Of those who didn't pass 6 were SEN pupils, 1 with an EHCP, 2 EAL pupils, 2 new to the school	JN/HW	Half termly
	<p><u>Intervention</u> Targeted intervention programmes and booster lessons are delivered in small groups and 1 to 1</p>	All pupils who received targeted interventions made accelerated progress and two thirds caught up to school age related expectations by the end of the academic year.	JN/HW	Half termly
	<p>Year 3/4 reading and maths booster groups 3 x a week delivered by qualified teacher. (£12742)</p>	Additional provision continued remotely during the school closure in Spring 21.	JN/HW	Half termly
	<p>Year 6 maths and reading booster groups 4 x a week delivered by qualified teacher. (£14784)</p>		HC/JN	April 21
	<p>Participation in the NELI trial to address speech and language difficulties in pupils in Reception (Participation in the trial is free. Release time for staff to attend training £300)</p>	Staff member trained to deliver NELI. Identified pupils are still completing the programme due to the school closure in Spring '21.	JN/HW	Half termly
	<p>Wellcomm intervention for pupils in Nursery with low on entry starting points in language and communication (£2777)</p>		JN/HW	Half termly
	<p>Full time National Tutor to work with disadvantaged pupils and those who are targeted for 'catch up' in Year 5 (Starting Jan 21) (Part funded by the Government)</p>			

<p>There is a significant increase in the numbers of disadvantaged pupils achieving the expected standard at the end of each key stage.</p>	<p>Implement EEF programme – ‘Making the difference for disadvantaged pupils’ (Cost funded by the LA Release time for staff to participate in the programme £800)</p>	<p>Staff member completed the EEF programme and implemented school wide reading strategies as a result. (See school’s agreed reading pedagogy document)</p>	<p>KPG</p>	<p>July 21</p>
<p>Pupils with increased anxieties on the return to school and those needing help with their mental health are swiftly identified and supported. Barriers to learning are addressed and reduced.</p> <p>Personal, social and emotional issues that may have arisen during the recent school closure are addressed and pupils transition well back to full time education</p>	<p>Emotionally Healthy Schools interventions support given to identified pupils (£4166)</p> <p>School Family Support Manager to work with families to provide in school and external support</p> <p>ELSA training for one member of staff to support Y4 and 5 pupils with emotional literacy. (Starts Jan 21) (Funded through Virtual schools. Release time for staff to complete training £400)</p> <p>Embed mental health and well-being strategies in the school’s ethos including dedicated time in the school day to address this.</p> <p>Launch NHS ‘Happy Mind’ project across the school – teaching preventative habits that support positive mental health, resilience and self-esteem. (Funded through NHS)</p>	<p>Pupils receiving EHS interventions supported with their mental health and well-being on the return to school following both ‘lockdowns’.</p> <p>School Family support manager worked with families of vulnerable pupils to remove barriers to learning. Families commented that they felt well supported during the school closures in Spring ‘21; the high level and quality of support given was also acknowledged by the LA in their review of the school’s remote provision. Vulnerable pupils attended school during the school closure in Spring ‘21. Attendance during Autumn Term 2020 was 96%</p> <p>Staff member completed training in Spring 21 and is now working with targeted Y5 pupils on strategies to overcome anxieties.</p> <p>This is embedded in the school’s ethos and ‘Wellbeing Wednesday’ was a regular feature of remote provision during the school closure in Spring 21. Pupils report that they know how to look after their mental health and wellbeing. (Pupil Questionnaire Summer term 2021)</p> <p>My happy Mind launched in March 21. Now embedded in the schools’ curriculum.</p>	<p>HW/JN</p> <p>JN</p> <p>JN/LR</p> <p>EM/JN</p> <p>EM/JN</p>	<p>Half termly</p> <p>Ongoing</p> <p>Apr 21</p> <p>Half termly</p> <p>Half termly</p>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
The teaching staff will become proficient in the use of MS Teams as a remote learning platform.	Computing lead to provide training for staff	Staff received training in Autumn 2020 and again in Spring 2021 where they were trained to use the 'Assignments' and Quizzes functions on TEAMS. This enabled teachers to assess pupils' work more readily and provide timely and effective feedback when delivering remote education.	AW	Feb 21
Attendance in school remains at least in line with national averages. Pupils in school feel safe and ready to learn which will be reflected in the calm and purposeful atmosphere in school.	The attendance team address absences and support pupils and parents where there may be anxieties surrounding the return to school	3 families supported to return to school full time during Autumn '20 and to remove anxieties surrounding the return to school. Attendance in Autumn term was 96%.	JN/SE	Weekly attendance team meetings
Disadvantaged pupils will have access to high quality remote online learning in the case of further school closures or bubble isolation which will minimise disruption to learning and will improve learning outcomes	Identify pupils who do not have access to a suitable device for remote learning and provide them with the loan of a laptop. (Cost of IT technician to set up laptops for home use £1500)	33 laptops distributed in Jan 21. All disadvantaged pupils in need of a device had access to one during the school closure in Spring 21.	SE	February 21
All pupils will access high quality remote learning in the case of further lockdown or bubble isolation which will minimise disruption to learning and will improve learning outcomes	School Remote Learning policy written and staff training provided School 'Blended Learning' plan implemented	Parents commented on high standard of remote provision, including 3 live lessons each day (Evidence available). LA review and Ofsted additional remote monitoring inspection also acknowledged the quality of the school's provision. The school's remote provision ensured that pupils did not 'fall	HW	February 21

		behind' during the school closure and they continued to make good progress, evidenced by school assessment data and home learning books.		
All pupils have access to their own stationery eliminating the need for sharing frequently handled equipment.	<i>Purchase pencil cases for pupils (Cost funded through Asda charity donation £250)</i>	All pupils supplied with their own individual stationery.	J1	
Pupils who are from families who are experiencing financial hardship as a result of the pandemic are supported and have the correct uniform for school.	<i>Provide school PE kit free of charge to families in need (Cost funded through Asda charity donation £750)</i>	New PE kit purchased for pupils in need.	JN	February 21
Total budgeted cost				
			Cost paid through Covid Catch-Up	£29,680
			Cost paid through charitable donations	£1000
			Cost paid through school PP budget	£19,963