

# The Compass Partnership of Schools

## Catch-Up Premium

### Coronavirus (COVID-19) Catch-up premium

Each school in the Compass Partnership will receive additional funding from the government to support children to 'catch up' in their learning. This funding will run alongside the **National Tutoring Programme**. Each primary school will be allocated £80 per pupil in Year R up to and including Year 6 with Willow Dene being allocated £240 per pupil. This is a one-off allocation for the academic year 2020 to 2021 to ensure that those identified as having fallen behind in their learning and development get the best possible support to help compensate for lost learning during the COVID-19 closure of schools.

### Identify the children likely to have the biggest gaps in knowledge

At Compass, we do not assume that there is a 'type' of child that will automatically need to 'catch up' as children from many different backgrounds may have significant gaps. It is also important to understand that many children will have gained over the period of lockdown. The **'engage'** phase of the Trust's return plan is an important period of time, during which schools will gain an understanding of pupil needs and make the necessary plans and adjustments necessary to ensure all children are on track to meet Age Related Expectation (ARE).

To identify those children with significant gaps in their learning the following will need to be considered:

#### 1. **Identify children who:**

- a. Have missed a lot of work, or have not been engaging with or accessing remote learning (discussions with teachers)
- b. Do not have access to the technology needed, or whose home lives make home learning difficult
- c. Are vulnerable or have Education Health Care plans, so learning from home may have been challenging (discussions with DSL/SENCO)
- d. Have experienced difficult family circumstances, such as a bereavement, that may have got in the way of their learning.

## 2. Use low-stakes assessment in lessons to identify:

- a. Children who have more gaps in their knowledge and skills than others (if all children have significant gaps, the teacher should just adjust their normal planning to account for this)
- b. Children who are unlikely to catch up with the consolidation lessons you have planned for all children (use of teacher's professional judgement)

We do not expect children to have to sit written tests as soon as they come back to school, and we do not expect teachers to have to carry out a series of formal assessments. Instead, teachers should carry out low-stakes 'quizzing' and low-threat knowledge checks during lessons to find out what children can remember and where they have gaps e.g.:

- a. A quick quiz on previous learning
- b. Multiple choice questions in an online form
- c. Discursive paired work
- d. Checking knowledge through discussion, e.g. can they explain a concept in their own words?
- e. Mind maps etc.

### Catch up approaches

Our catch-up approach will vary depending on the needs of our children and our school's inclusive context. Catch-up will focus on key knowledge and concepts; the content and style of which will not be wildly different to the over-learning or additional provision already a strong feature of our pedagogical framework.

In planning for catch up, school leaders should focus on the three key elements identified by the Education Endowment Fund (EEF). These are:

- Teaching and whole school strategies
- Targeted support
- Wider strategies

Leaders should develop an action plan that details their use of the funding in each area and the anticipated impact and timescale. This should then be shared with, and agreed by, the governing body who will have delegated responsibility for monitoring the use of this fund. It is important that this plan dovetails effectively with your **Pupil Premium Action Plan** especially when there is an intersection of need.

**School: Deansfield Primary School**

**Total allocation: £33,360 (a further £6,000 to come)**

**Overall context – what are the main issues that the school has identified during the ‘engage’ phase of the return plan?**

Our engagement was high during lockdown. Approximately 90% of children engaged in home learning during the second lock down. We had slightly less engagement in year 6 but not significant.

General observations that have been made on this current return to school have been as follows:

- Children are happy to be back in school and seeing their teachers and friends.
- They have settled back into the school routines quickly.
- Stamina across subjects has waned.
- Some children are finding it harder to work independently.
- For some children who had gaps before Covid 19 the gap has further widened
- Writing is a subject that has dipped (with particular concern over handwriting in some classes)
- Some classes have reported fluency in maths has dipped.
- Phonics in year 1
- Year 2 have reported that the reading is actually good, but they feel phonics has slipped. We are wondering if parents have done lots of reading at home with children as parent confidence is high when reading with children. This has impacted on phonics as teachers have noticed they are now by passing the phonetic breakdown of words when reading.
- Physical literacy both gross and fine has dipped and physical stamina has dipped.
- Maintaining focus, particularly in the younger school has dipped.
- Skills such as tying laces, putting coats and jumpers off/on using a knife and fork, particularly in the lower school

It is important to note that although there have been the above areas noted that some teachers have reported that they have been surprised at the lack of gaps that children have displayed.

<b>Teaching and whole school strategies</b> (effective use of technology, staff CPD, support for teachers to have time to assess and feedback etc.)	<b>Allocation and accountability</b>	<b>Expected Impact and Timescale</b>
<b>Purchase of 30 Chrome books</b>	<b>£4,360 (balance)</b>	Children will have the opportunity to access a wide range of educational apps to enhance their learning and support

<p>Whilst the children have been at home during lock down these have been essential for them to access learning.</p> <p>In school these will support:</p> <ul style="list-style-type: none"> <li>• delivery of interventions</li> <li>• use of timetables rock stars/my maths/phonics play etc</li> <li>• in lesson tutorials for focus children</li> <li>• allowing those who are 'Extremely Clinically Vulnerable' to access lessons</li> <li>• before school maths groups</li> </ul>	<p><b>funded by the school)</b> <b>SLT</b></p>	<p>interventions. Children will access teacher created tutorial videos. This investment will be essential for the successful running of many of the identified interventions.</p>
<p><b>Employment of part time teacher/ NQT to release experienced intervention teacher to work across the school</b></p> <p>Highly experienced teacher to work <b>with</b> class teacher on identified, targeted groups on targeted areas:</p> <p>Teacher led intervention programme for year 6 – specifically focused on maths. One group who are securing expected and one group who are well below expected.</p> <p>Teacher led intervention for reading in year 6 with the English lead. One group who are securing expected and one group who are well below expected.</p>	<p><b>£26,000</b> <b>SLT</b></p>	<p>Precise learning gaps are identified, and small groups sessions are planned to close these. Explicit 'in the moment' feedback ensures gaps filled quickly and children's confidence in their own ability and understanding of personal strategies deepens. Feedback between intervention teacher to class teacher ensures fluidity and follow up between intervention and in class learning. This means that learning is embedded, gaps close and progress is accelerated.</p>

<p>Teacher led pre teaching and intervention programme for years 3, 4 and 5 based on maths and reading and any further teacher assessment. Groups based on those who are securing expected and those who are below expected.</p> <p>Teacher led intervention in maths for year 1 and 2 securing fluency skills based on assessment for learning and need.</p> <p>TA support interventions in year 4 TA led</p>	<p><b>£2,000</b></p>	
<p><b>Wellbeing and Socialisation</b></p> <p>Secure extra half a day of our counselling service in order to target specific children on their individual needs</p> <p>Sports coaches to come in and do team games sports with children for after school clubs</p> <p>Planned activities in first few weeks to engage children in plenty of</p>	<p><b>£6000 (when received)</b></p> <p><b>£4,000</b> <b>JL</b></p> <p><b>£2,000</b> <b>HT</b></p> <p><b>All staff</b></p>	<p>Children with specific need are professionally supported.</p> <p>Identified children are supported in their team building skills and in developing physical stamina</p> <p>Children feel happy and safe in school. They are able to talk about and reflect upon how they feel and feel listened to.</p>

<p>opportunities to discuss, reflect, play together such as circle time, extra team games, mindfulness activities.</p> <p>Revisit class routines, as we would in September, so children have time to settle into school expectations</p> <p>Pupil voice planned in regularly on the Quality Assurance Cycle to ensure we have a personalised understanding across the school of how the children feel and what they want to focus on</p> <p>Teachers judging the stamina of the class and planning shorter sessions where needed with 'brain breaks' in between.</p> <p>Teachers ensuring time is spent reading books to children as we know there are huge educational and emotional benefits from listening to an adult read</p> <p>Support staff spending consistent time in the same year groups so relationships for the children are continuous and safe.</p>		<p>Children feel safe in school and know what is expected and what their routine is.</p> <p>Careful track is kept of how children are feeling and what they feel they would like support with. This can also be used for the school to track themes which may emerge.</p> <p>Children enjoy learning and achieve happily.</p> <p>Children enjoy stories and are motivated to read and broaden their choice of authors and books.</p> <p>Children feel safe and know they have known adults they can talk to who will look after them and help them solve their worries.</p> <p>Children are learning specific skills to employ when they come across situations they find hard.</p>
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<p>Nurture groups set up for key children focusing on specific areas identified by either children or teachers</p>		
<p><b>Assessment for learning</b>          To use the first 2/3 weeks back at school to settle children in and begin to identify gaps through relaxed but planned assessment for learning opportunities such as wellbeing activities, mini quizzes, short writing sequences, individual reading opportunities etc</p> <p>To use assessment grids to precisely identify within year groups the key statements which are needed to in order for the majority of children to reach age related expectations by the end of the year. Time built into PDM and QA review cycle</p> <p>To give the children ownership of their learning through sharing with each individual child weekly the key aspect of their learning that they need to focus on for writing and maths</p> <p><b>Planning</b></p>	<p><b>All staff</b></p>	<p>Children settled in safely and happily.          Key gaps are identified to inform teaching.</p> <p>Teachers are using key assessment statements to inform planning.          Children can articulate their personal next steps and use them as a focus point in their learning.          Children are consistently securing statements from assessment grids.          Teachers know every child's need steps explicitly          Teachers are given extra time to enable them to focus on gaps.</p> <p>Lesson time is being used precisely to secure statements from assessment grids.          Children can articulate what they are learning, what their target is and what they need to do to achieve it.</p>

<p>To look at the planning process and how we are ensuring that we focus in precisely on key statements from assessment framework each week</p> <p>To carefully identify key coverage for both maths and writing which need to be prioritised within year groups</p> <p>To clearly identify on plans, weekly, which children are key in focus to either support or extend and what their specific aim is. This to feed into QA cycle.</p> <p>To identify across the curriculum where writing/ reading and maths opportunities can be embedded</p> <p>To ensure slides share key concepts and steps towards these and that these are shared consistently with the children</p> <p>To continue to plan short weekly teaching sequences for reading/writing and maths in order to provide children with small steps towards their target</p> <p><b>PDMs</b></p>		<p>Lessons and teaching sequences precisely target gaps in a creative and engaging way. Identified children are supported to close gaps.</p> <p>Key areas of focus are identified and planned.</p> <p>Identified children make good progress towards targets.</p> <p>Lessons across the curriculum are used to reenforce key learning in English and maths where possible.</p> <p>Children can articulate what they are aiming for and how they will get there.</p> <p>Children are very clear on what their outcome is and how they will achieve this.</p>
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<p>To plan for all PDMs to be focused on planning, teaching and assessment in a review cycle which drills down into filling key gaps</p>		<p>Teachers' time and focus is centred on teaching and learning for their class. They are very clear on where every child is and what they need to do to progress.</p>
<p><b>SLT Focus Messages</b>          To ensure staff are protected from volumes of information through buffering out the many messages which come in</p> <p>To plan carefully the PDM and monitoring cycle to ensure that there is a clear, simple message being received by teachers which enables them to focus purely on teaching and learning for the children in their bubble</p> <p><b>Focus areas</b>          For each member of SLT to have focus year groups for whom they provide a regular, informal check in service to facilitate and support key areas of concern          Janice Lewis – Years 1 and 2          Karen Baldwin – Years 3 and 4          Clara Daly- Nursery/Reception/ Years 5 and 6</p> <p><b>Quality assurance</b></p>	<p><b>Clara Daly          Karen Baldwin          Janice Lewis</b></p>	<p>Teacher focus remains clearly on teaching and learning, and children's gaps being closed.</p> <p>Teachers are supported. Gaps are closed efficiently.</p>

<p>To plan for 2/3 weekly cycle of planning and book looks identifying key children and monitor their progress</p> <p>To focus Quality Assurance on writing and maths at least initially</p> <p><b>Organisation</b> To carefully plan the organisation of adults across year groups to ensure there is a consistent team in place in each year group</p> <p>To seek out students and ensure they are placed strategically across the school in order to add more support to key year groups</p> <p><b>Curriculum</b> All areas taught still no narrowing of the curriculum</p> <p><b>PE</b> Teacher to focus on heart raising, stamina building lessons for the first term</p> <p>Give me 5- use the give me 5 programme for lesson gaps and as brain breaks</p>		<p>The leadership team have a precise overview of the school and where targeted support is needed. Teachers are supported. Key children are identified, and successful targeted intervention ensures gaps are closed efficiently</p> <p>QA quickly picks up on any year group, phase or whole school trends that need addressing. English and Maths</p>
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<p>Richard Harris 15-minute sessions which can be used in classrooms</p>		<p>subject leaders have a clear overview of their subject across the school.</p> <p>Children to be confident in their relationships with a consistent group of adults. Relationships between staff and children are strong and staff know the children very well.</p> <p>Focused teaching is supported with all extra key adults.</p> <p>Children experience a vibrant and engaging curriculum across all subjects and enjoy learning.</p> <p>Children's fitness levels to increase and their gross motor skills are improved.</p>
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<b>Targeted support</b> (one-one, small group, intervention programme, additional time at end or beginning of day etc.) £32/34,000	<b>Allocation and accountability</b>	<b>Expected Impact and Timescale</b>
<p><b>Catch up funding teacher and use of TAs in the classroom</b></p> <p>For BN and JL to work closely with teachers across school is assess where need is and identify key groups and targets</p> <p>For BN and JL to consistently review progress and identify new groups as necessary</p> <p>For BN to feed into class teachers assessments</p>	<p><b>Janice Lewis</b></p>	<p>Key identified children make accelerated progress.</p> <p>Intervention groups are fluid and children make accelerated progress.</p> <p>Assessments inform planning both in class and for intervention</p>
<b>Wider Strategies (technology, parental engagement etc.)</b>	<b>Allocation and accountability</b>	<b>Expected Impact and Timescale</b>

<p><b>Supporting parents and carers</b>  Early parents evening to engage and discuss parental concerns from lock down  Parents workshops to be filmed and uploaded using loom</p> <p><b>Attendance monitoring</b>  Tina to continue to monitor specific groups- main initial focus on PP children and supporting these families  TA to create home packs on Wednesday PM for those children isolating</p> <p><b>Parental Focus Homework</b></p> <p>To set, at year group level, clear and consistent homework which supports learning towards the identified statements on the assessment grid</p> <p><b>Parent support groups</b>  Parent workshops planned regularly across the 15 weeks to provide training for parents on specific support that they can do at home</p>	<p><b>SLT and teachers</b></p>	<p>Parents feel confident in the school and this impacts on their child's confidence.  Parents are supported in their understanding of the curriculum and the next steps for their child.  Parents know how best to support their children at home.</p> <p>At moment PP children attendance is good  Dips in attendance are quickly picked up and supported  At home learning is supported for all children isolating</p> <p>Children's learning is developed at home and gaps are closed.</p>
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<p>English and maths drop-in sessions planned by subject leaders, so parents have the opportunity to ask questions about learning</p>		<p>Parents understand how they can help their children at home.</p>
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