



Catch-Up Premium Plan - Pennyhill Primary School

Summary information					
School	Pennyhill Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£49,280	Number of pupils	620

Guidance

The following guidance is taken from DFE guidance on catch up premium (published 19th November 2020) <https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium>

The government announced £1 billion of funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds. Schools will get funding in 3 tranches. By Early 2021 £46.67 per pupil and by Summer 2021 term - a further £33.33 per pupil.

Use of Funds and Ofsted monitoring	EEF Recommendations
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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](#).

While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed education.

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.

When routine inspections restart, Ofsted will make judgements about the quality of education being provided and how school leaders are using their funding and catch-up funding to ensure the curriculum has a positive impact on all pupils.

- The EEF advises the following:
- Teaching**
- High-quality teaching for all
 - Effective diagnostic assessment
 - Transition support
 - Supporting remote learning
 - Focusing on professional development
- Targeted academic**
- One to one and small group tuition
 - Teaching Assistants and targeted support (Intervention programmes)
 - Academic tutoring
 - Planning for pupils with Special Educational Needs and Disabilities (SEND)
- Wider strategies**
- Supporting pupils social, emotional and behavioural needs
 - Social and emotional learning
 - Communication and support for parents



Catch-Up Premium Plan - Pennyhill Primary School

Identified impact of lockdown	
Maths	Fluency in basic skills and arithmetic have declined as a result of lockdown. This has led to gaps within number and calculations in baseline assessments completed. As a secondary effect of decreased fluency, application within reasoning and solving worded problems has also been impacted. Pupils across the school have experienced gaps in Measures and Geometry, as a result of partial closure during the Summer Term. Additional time will be allocated to these topics as they arise.
Writing	Basic grammar and punctuation has been affected so these skills need to be revisited and secured. Many children are finding it harder to be creative in their writing, this is generally because of a reduced focus and a decreased ability to concentrate for extended periods of time.
Reading	Early reading has been impacted as phonics skills have not been securely embedded. There has been a decline in reading skills where reading was less secure, this has resulted in children reading books on lower stages than previously in order to develop their confidence, decoding and understanding of text
Other subjects	There are gaps in knowledge in some subjects as some units of work have not been taught. Children need to build on their knowledge to make connections for new learning and this has been impacted due to covid. The children's cultural capital has also been impacted upon because as well as missing out on curriculum experiences eg trips, visitors and school events, they have also missed developing their knowledge during lessons. Children have also missed out on singing and instrument tuition.
Other	Professional discussions with staff have found that there are many other implications from the children not attending school these include a lack of resilience (physically, emotionally and academically).



Catch-Up Premium Plan - Pennyhill Primary School

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching

Desired outcome	Chosen approach	Review date and <i>Impact (after review)</i>	Staff lead	Anticipated cost
<p>Children feel secure and happy within the school environment and are therefore ready and open to learning.</p> <p>Children are having their physical and mental well-being needs met which mean that they will be able to access and develop their academic needs.</p>	<p>Reconnection curriculum based on key levers: relationships, school community, curriculum, metacognition. Greater priority given in school to PSHE, physical and mental well-being and reconnecting with the children.</p> <ul style="list-style-type: none"> • Additional resources such as calm down kits • Physical activity and intensive PE sessions weekly • Increased playtime resources to enable bubbles to play and exercise together 	<p>Autumn 2- 2020</p> <p><i>Pupils were happy to return to the school environment have routines and see their friends. They reported that they felt calm because of the increased focus on well-being and mindfulness.</i></p> <p><i>'Reflecting on our own personal strengths really makes you think about how much we have achieved during the pandemic.'</i> (Year 4 child).</p> <p><i>Children feel as if they have a sense of purpose, 'Seeing my friends in school again after lockdown, made me feel happy to be reunited with them.'</i> (Year 5 child).</p>	JT, JBa, HB	£800
<p>The principles of Higher Leverage Teaching (HLT) are embedded securely across the school resulting in quality first teaching. The quality first teaching should result in planning and teaching accurately meeting the needs of the children. Work should be</p>	<p>Use of in school Teacher Educators (TEDs) trained by Ambition Institute last year to revisit and embed the principles of higher leverage teaching. This will be achieved through a mixture of :</p> <ul style="list-style-type: none"> • Whole school staff training 	<p>Spring 2- 2021</p> <p><i>Teaching has been well matched to children and their</i></p>	MW	£500



Catch-Up Premium Plan - Pennyhill Primary School

<p>planned based on accurate starting points. Gaps in learning identified and addressed.</p>	<ul style="list-style-type: none"> • Supporting of individual teachers with planning and teaching • Coaching specific teachers • Independent learning activities and tasks 	<p><i>needs and gaps in learning have been identified and planned for using progression grids.</i></p> <p><i>Independent retrieval opportunities have been incorporated into English, Maths and Science. This is supporting children with understanding vocabulary and embedding key learning that they can transfer to current and future learning.</i></p>		
<p>Work is accurately pitched to the level which the children need to work at. Progression documents are used effectively to identify what the children need to know, be secure about and build on in order to move to the next stage. DfE guidance on ready to progress criteria in maths is used to effectively plug gaps in learning. Monitoring shows that missed units/teaching has been covered.</p>	<p>Planning using the progression documents and the DfE guidance on ready to progress criteria in maths and English. Weekly planning for both Maths and English are supported by the progression document. New staff are trained how to use the document by the leader. Refresher training is offered throughout the year for staff taking on new area of planning.</p>	<p>Summer 1- 2021</p> <p><i>Teaching has been well matched to children and their needs and gaps in learning have been identified and planned for using progression grids.</i></p>	<p>MM and NLB</p>	
<p>Remote learning in place so that learning and feedback continues in the event of bubble closures. This will mean that learning can continue for the children if they are well but their classroom is closed to them. The remote learning (whilst it cannot replace learning in the classroom) will go some way to limiting the number of gaps seen in knowledge, skills and understanding. Data shows that children are engaging with remote learning when off site. Teachers report that children are still motivated to learn on return to school.</p>	<p>Our school is mixed and as such there are a range of needs and circumstances. We will therefore use a range of resources and strategies to support children and families in catching up:</p> <ul style="list-style-type: none"> • Online learning platform Microsoft Teams • Paper based resources (copied by school) • Stationery sets to complete work at home • Marvellous Me- parent app 	<p>Summer 1- 2021</p> <p><i>Children and families were supported in various ways according to their individual needs and family situation.</i></p> <p><i>Laptops were provided to some families during school closure so children did not miss out on</i></p>	<p>MW</p>	<p>£5000</p>



Catch-Up Premium Plan - Pennyhill Primary School

		<p><i>remote learning. They have continued to use these laptops outside of school hours, to support their learning, once full opening resumed.</i></p> <p><i>Some families wanted children to have stationery so that they could complete the work like this, packs were sent to all families.</i></p> <p><i>Support was given for internet data where there was a need.</i></p> <p><i>Communication was constant with parents through email, text, and apps as appropriate.</i></p> <p><i>Take up for remote learning was 84% across the school.</i></p> <p><i>Parents say that they felt well supported and had the resources they needed to continue with remote learning.</i></p>	
			£6300



Catch-Up Premium Plan - Pennyhill Primary School

ii. Targeted academic				
Desired outcome	Chosen action/approach	Review date and Impact (after review)	Staff lead	Anticipated cost
Appropriate numeracy interventions are used to close the gaps in number and calculations. This means that gaps have been closed and children are secure in their learning and ready to progress to the next stage. As this is happening effectively, their learning is developing and deepening.	<p>Additional whole class teaching linked to fluency in arithmetic is planned in all year groups for 15 minutes daily. The main focus during the Autumn Term is to secure knowledge of the previous year's content, thus supporting pupils further with catch up and allowing additional time to embed key skills.</p> <p>White Rose Maths Hub</p>	<p>Spring 21</p> <p><i>The introduction of WRMH new schemes of learning with built in recap sessions have supported staff in planning effectively and allowing sufficient time for connections to be made. Through further focus upon arithmetic skills outside of the daily maths lesson this year, children have been able to increase their fluency in basic skills which then in turn allows them to access reasoning and problem solving</i></p>	MM	£500
Appropriate numeracy interventions are used to close the gaps in fluency, reasoning and word problems. This means that gaps have been closed and children are secure in their learning and ready to progress to the next stage. As this is happening effectively, their learning is developing and deepening.	<p>DFE and school progression documents, alongside revised units of work within White Rose Maths Hubs, are used to identify areas in the curriculum which may need to be recapped and also other topics which may be new concepts for pupils. The use of independent retrieval activities support staff in determining where gaps exist and flexibility is given to spend an increased amount of time on a topic or theme where needed. Measures and Geometry will be covered in more depth as they occur in the curriculum to account for lost time in Summer 2020</p>	<p>Spring 21 Summer 21</p> <p><i>The Maths Lead has worked closely with colleagues on planning and delivery of the maths sessions. This has secured a consistent approach across the school. There have also been opportunities for team teaching as well as modelled lessons.</i></p>	MM	£1000
Gaps in knowledge and understanding are addressed through the allocation of additional teaching time to missed units in maths eg measures and geometry. Monitoring of planning and outcomes in children's books and assessments show that they have now accessed this and have a deeper understanding of the topic	<p>Maths leader support to refine teaching and planning and therefore ensure that gaps are closed and the children have secure foundations for learning</p>	<p>Summer 21</p> <p><i>Maths Leader regular monitoring of planning shows that units are being appropriately planned for. Maths Leader evaluation of work and outcomes shows children have a deeper understanding of missed topics.</i></p>	MM	£1000



Catch-Up Premium Plan - Pennyhill Primary School

<p>Children have a secure knowledge and understanding of grammar and punctuation. They are able to use a range of punctuation marks accurately. Their grammatical knowledge, understanding and use is age appropriate.</p>	<p>The reconnection document supports all year group to address missing SPAG knowledge. SPAG is bespoke to each genre and is taught within the learning journey as monitoring identified. Schools non-negotiables of basic punctuation is of great importance across all classes.</p> <ul style="list-style-type: none"> • Progression documents support each year group to pitch their SPAG correctly and address any misconceptions. • Daily retrieval questions support the retention of previous knowledge in Spag. • NLB to sign up for a sample trial from Bug Club online Spag programme. (Jan 21) 	<p>Summer 1 2021</p> <p><i>The English Lead has worked closely with colleagues on planning and delivery of the English sessions, linked closely with the progression documents. This has secured a consistent approach across the school. There have also been opportunities for team teaching as well as modelled lessons.</i></p>	<p>NLB</p>	<p>£1000</p>
<p>Children’s phonic skills are in line with school expectations and targets. This is shown through school tracking and assessments. Children in the Early Years enjoy reading; are keen to read and show a love of reading. Teachers in the Early Years model reading well and promote reading in their environments. Teaching takes place using book themed learning/a book centred approach.</p>	<p>Virtual phonic workshop so that parents can support the children at home using the correct sounds. Supplemented by school phonics book for children in Reception and KS1.</p> <p>Phonics co-ordinator provided with time and support to make presentations/workshop</p>	<p>Spring 1</p> <p><i>Parent feedback indicated that resources sent were useful and could be replayed and paused so this helped with understanding sounds.</i></p>	<p>NLB</p>	<p>£2000</p>
<p>Reading skills across the school are secure. Children can read fluently and with understanding. They enjoy reading and can talk about the range of books which they have read and have discussions about authors. The children see reading as important because the adults around them show them that it is important. For the vast majority of children, their reading age is in line with or exceeds their chronological age</p>	<ul style="list-style-type: none"> • Whole school phonics training/refresher so that all staff have an understanding of where reading starts • Additional phonics sessions per week • PIRA Reading assessments are used to identify groups of children who need specific support to improve the quality of their reading. • Baseline weaker readers using phonics test or Rapid reading intervention to identify which area/s need addressing. 	<p>Summer 1 2021</p> <p><i>In Year 1 children made accelerated progress due to rapid intervention being implemented from Autumn 1. As well as the daily phonics session there were afternoon lessons to work on new sounds and these were incorporated into writing.</i></p> <p><i>Year 1 have made accelerated progress due to rapid</i></p>	<p>NLB</p>	<p>£4000</p>



Catch-Up Premium Plan - Pennyhill Primary School

	<ul style="list-style-type: none">• Lexia is used with children who struggle to read and need support in recognising and spelling words. <p>Bug club is used as a tool</p> <ul style="list-style-type: none">• independence reading and embed comprehension skills.• to support weaker, SEND and EAL readers to pronounce words correctly. (Read aloud button)• Support both adult and child with home reading without the financial cost all year.	<p><i>intervention being implemented from Autumn 1. As well as the daily Phonics session there have been afternoon lessons to work on new sounds and incorporating these into writing. At the beginning of the year 29% of children were on track. By the end of Summer 1 62% of children were on track to meet the phonics target.</i></p> <p><i>Interventions like COSST and WELLCOMM have supported the development of language and sound in school throughout this academic year. Good use was made of videos by staff during national lockdowns. This helped the children to hear the correct sound; video tutorials were also used by teachers to support and correct children.</i></p> <p><i>Wellcomm data showed that those scoring red decreased from 55% (Sept) to 16% (July). Those scoring green increased from 22% (Sept) to 56% (July)</i></p> <p><i>Children are regularly encouraged to read. This happened through: 1:1 reading, whole class reading, small group reading, shared videos,</i></p>		
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Catch-Up Premium Plan - Pennyhill Primary School

		<p><i>the online Bug Club platform and peer reading.</i></p> <p><i>Y2 phonics test score was 82%</i></p>		
<p>Teacher and intervention teacher work closely with each other so that gaps are accurately identified and teaching is tailored well to specific, individual needs. This effective working partnership closes the gaps in learning.</p>	<p>Use of a qualified teacher as an intervention/catch up teacher to work with small group and close identified gaps in learning which have been identified by the class teacher.</p>	<p><i>Gaps in learning have been addressed and children are in a more secure position to build on their learning in the new academic year.</i></p>		£30,000
<p>School lead tutoring delivered by qualified teachers who are known to the children and the school is used effectively to closed gaps in learning and accelerate progress in English and maths.</p>	<p>School led tutoring – there is extensive evidence supporting the impact of high quality small group tuition as a catch up strategy. Tuition delivered by qualified teachers is likely to have the highest impact.</p>	<p>Summer 21</p> <p><i>After school tuition – 71% of children made progress on baseline assessments.</i></p>		£5000
<p>One to one tuition in maths via an online platform is closely matched to individual needs and gaps in learning which they might have. This tuition effected closes those gaps .</p>	<p>Research shows that technology can be valuable by facilitating online tuition support. We are using Third Space learning as we have had some success with this in the past.</p>	<p><i>Third Space: identified children had one term of maths intervention through Third Space. Of this group 22% made accelerated progress and were achieving age expectations. Isolation affected regularity of children attending sessions.</i></p>		£1000



Catch-Up Premium Plan - Pennyhill Primary School

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Review date and Impact (after review)	Staff lead	Anticipated cost
Children in Reception are ready to enter the school environment and feel secure to start learning. They see school as a positive place and are happy to attend and take part in new experiences. They thrive within the school environment.	1:1 socially distant meetings with families in EYFS to prepare them and their child for the move to Reception. Videos and information sent out prior to the children starting so they knew what to expect and what the setting looked like	Autumn 1 2020 <i>Parents were grateful of this opportunity and welcomed the opportunity to meet with staff. They felt that this was an important part of the transition process both for them and their child.</i>	LM	£500
SumDog can be used both at home and at school so children have the opportunity to maximise learning and achieve greater success. Approach is tailored to individuals so gaps are closed and repetition cements learning.	Use of technology and digital platforms (SumDog) to reinforce learning which has taken place in school and close gaps through a tailored online approach.	<i>Gaps in learning have been addressed and children are in a more secure position to build on their learning in the new academic year.</i>		£1000
				£47,000
			Total budgeted cost	£53,000
			Cost paid through Covid Catch-Up	£49,280
			Cost paid through school budget	£4,020