

The Compass Partnership of Schools

Catch-Up Premium

Coronavirus (COVID-19) Catch-up premium

Each school in the Compass Partnership will receive 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 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 EHC 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 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.

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Catch – up Premium Impact Plan

Schools: Horn Park Primary School

Total allocation: £28, 240

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

- At least 10% of children are having to self-isolate for up to 10 days due to difficulty of attaining tests.
- 2 bubbles have had to close for 14 days leading into half term, meaning year 4 and the Enhanced provision will have had 3 weeks away from school once they return.
- Quickly creating structures and protocols to enable children to access learning at home when self-isolating which also considers teachers' time and workload.
- Quickly assessing gaps in children's knowledge as well as assessing where gains have been made, whilst also keeping child's mental well-being also as a focus based on their experiences during the pandemic.
- A large percentage of the school (mostly our disadvantaged children) have had limited experiences during lockdown. E.g. not leaving their home for extended periods of time. This has been established from working closely with vulnerable families throughout the pandemic.

Teaching and whole school strategies (effective use of technology, staff CPD, support for teachers to have time to assess and feedback etc.)	Allocation and accountability	Expected Impact and Timescale
Staff CPD looking at Rosenshines 17 principles of effective instruction, building on CPD on Rosenshines and reading last year.	SLT	Autumn Term Developing staff subject knowledge enabling rapid progress
Time for teachers, during weekly PDM sessions, to use the assessment and progression framework grids to really establish where children's gaps are.	SLT	Ongoing Teachers are really clear about next steps for planning so focus groups are precise.
Responsive teaching and fluid focus group teaching – effective use of AFL and additional adults	Teachers/SLT	Ongoing throughout year

Purchasing of more phonetically regular reading schemes - 2 sets	£900	Smaller groups enable children to have more focused intervention from class teacher to accelerate progress Autumn 1 Books will support children's acquisition of reading in a structured format leading to improved progress.
Targeted support (one-one, small group, intervention programme, additional time at end or beginning of day etc.)	Allocation and accountability	Expected Impact and Timescale
Additional adults to take small group tuition sessions with specific children after school	£6,000	January Ongoing throughout the academic year Accelerated progress and closing gaps.
Music teacher teaching taking half classes to enable focus teaching to take place whilst also receiving high quality music provision.	£6,000	Ongoing Accelerated progress and closing gaps.
Utilising part time teacher and cover supervisor for whole-class teaching whilst teachers work with smaller groups.	£5,000	Ongoing Accelerated progress and closing gaps.
Additional sessions with dyslexia specialist teacher	£2000	Ongoing Accelerated progress and closing gaps.
Wider Strategies (technology, parental engagement etc.)	Allocation and accountability	Expected Impact and Timescale

Use of Google Classroom to ensure parents have access to the same material taught in school.	All teachers	Autumn 1 Children who are isolating receive the same curriculum as those children physically in school.
Home learning now moved onto Google Classroom to facilitate and help children become independent users.	All teachers	Autumn 1 Children become independent learners and are confident with using Google Classroom
Children who are unable to access home learning due to not owning a device, will be loaned Google Chromebooks. School to purchase more devices.	£8,000 SLT	Ongoing Disadvantaged children are able to access full curriculum from home and as a result make better progress
Creating parental support guides for specific learning (Phonics/maths strategies etc)	£340 SLT	Autumn 2 Parents are better equipped to support their children at home during periods of isolation.

