

# COVID Catch-Up Premium Action Plan

## Vernon Primary School



Summary information					
<b>School</b>	Vernon Primary School				
<b>CATCH Up Lead :</b>	Jo Carvell				
<b>Academic Year</b>	2020-2021	<b>Total Catch-Up Premium</b>	£29,600	<b>Number of pupils:</b>	370
<b>Date of Plan Agreed:</b>	Autumn 2020	<b>Approved by:</b>	Jo Carvell (Headteacher)	<b>Reviewed in:</b>	2021-22

### 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 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.

## Identified impact of lockdown

### Maths

Baseline assessment in Maths shows that Mathematical skills are broadly in line with age-related expectations. However, there are some gaps in learning, such as mental arithmetic skills, place value understanding and retention of facts such as times tables. Recall of basic skills needs to be a focus in Maths catch-up planning. Attitudes to learning are generally positive. However, some children have been identified as lacking in confidence in this area of the curriculum.

### Writing

Baseline assessment in Writing shows that many children across the school who were working from home have lost some of the essential writing skills, such as punctuation, capitalisation, grammar and spelling. Handwriting has also been highlighted as an area to focus on within writing. Those who have maintained writing practice throughout lockdown are less affected.

### Reading

Baseline assessment in Reading shows that skills are broadly in line with age-related expectations. Many children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. Focused work on comprehension skills will be actioned as an area of focus. However, in Year 6, the gap between those children that read widely and those children who do not is now increasingly wide and the lowest 20% of readers will continue to be the school's focus.

### Non-core

Baseline assessments in Foundation Subjects show an extremely varied picture. Parents focus seems to have been on the core skills and areas, at the expense of non-core. There are gaps in units of work across the foundation subjects from Years 1 to 6. Children have also missed out on the curriculum experiences such as education visits, workshops and 'awe and wonder' curriculum moments.

**Planned expenditure** - The following actions include teaching and whole-school strategies, targeted approaches and wider strategies, as outlined in the Education Endowment Foundation's coronavirus support guide for schools.

Implementation process (Actions)	Impact (once reviewed)	Staff lead	Estimated Cost
<p><b><u>Quality-first teaching</u></b></p> <ul style="list-style-type: none"> <li>• Teachers to use baseline assessments to ensure planning reflects focus areas and gaps in learning.</li> <li>• Teachers to access ongoing support from Headteacher, Deputy Headteacher and Assistant Headteacher in adapting the curriculum for the needs of pupils in each class and year group.</li> <li>• Teachers to be released in order to plan and lead bespoke targeted interventions to narrow the gaps in learning and further embed knowledge, skills and understanding across the core subjects with a focus on:               <ul style="list-style-type: none"> <li>▪ Maths - mental arithmetic, place value, retention of mathematical concepts and facts such as times tables.</li> <li>▪ English - writing skills and practice, such as punctuation, capitalisation handwriting (including use of speed-up handwriting toolkit), grammar and spelling; reading comprehension skills (including cracking comprehension and 'reading between the lines' resources).</li> </ul> </li> <li>• Themed curriculum days (including purchase of resources such as eLibrary online tool) to be planned more regularly with a specific focus on gaps in knowledge within foundation subjects (non-core areas).</li> </ul>		Jo Carvell Sarah Kiely Stella McNeil	£11,000
<p><b><u>Google Classroom</u></b></p> <ul style="list-style-type: none"> <li>▪ Google Classroom to be purchased as an online learning platform for use during isolation periods and any future lockdown scenario.</li> <li>▪ Teachers to access training in the use of Google Classroom.</li> <li>▪ Google Classroom to be implemented as the school's online learning platform for Years 1 to 6 to enable remote education to take place and ensure that teaching and learning can continue both in school and at home during isolation periods and any future lockdown.</li> <li>▪ Google classroom to facilitate further communication between parents, children and teachers to enable misconceptions to be addressed swiftly and prevent further gaps in learning whether a child is at home or in school.</li> </ul>		Louise Currall Stella McNeil	Google Classroom - £1,800

<p><b><u>E-Library</u></b></p> <ul style="list-style-type: none"> <li>▪ Collins Elibrary to be purchased and available to all children across the school.</li> <li>▪ Elibrary to enable children to have easy access to a wide range of reading books at their level whether they are in school or at home.</li> <li>▪ Teachers to receive training on how to assign appropriate books and track children’s progress with the reading material accessed.</li> <li>▪ Elibrary to be used throughout the school year, including during isolation periods and any future lockdown scenario, to ensure that reading continues and to prevent any gap in accessing texts.</li> </ul>		Stella McNeil	£1000
<p><b><u>Intervention groups</u></b></p> <ul style="list-style-type: none"> <li>• Teachers to be released in order to plan and lead bespoke targeted interventions to narrow the gaps in learning and further embed knowledge, skills and understanding across the core subjects with a focus on: <ul style="list-style-type: none"> <li>▪ Maths - mental arithmetic, place value, retention of mathematical concepts and facts such as times tables.</li> <li>▪ English - writing skills and practice, such as punctuation, capitalisation handwriting, grammar and spelling; reading comprehension skills</li> </ul> </li> <li>• Highly-skilled teaching assistants to deliver additional interventions targeting specific groups of children according to teachers’ assessments.</li> <li>• Teacher to be employed specifically to deliver high quality learning experiences and packages of support for individual and groups of targeted children across the school, in line with class teachers’ assessments and senior leaders’ scrutiny.</li> <li>• Additional intervention sessions include before and after-school booster groups for Year 6 pupils with a focus on reading, writing and mathematics.</li> </ul>		Jo Carvell Sarah Kiely Stella McNeil	£9574
<p><b><u>SEND/additional needs resources</u></b></p> <ul style="list-style-type: none"> <li>• Additional resources to be purchased to enable specific pupils to narrow the gaps in their learning and access the curriculum, such as ‘Beat Dyslexia’, ‘Word Aware’ (speech and language tool) and an up-to-date scheme for assessing reading age.</li> <li>• Additional ‘Nessy’ licences to be purchased for the use of pupils’ reading and spelling needs both in school and at home.</li> <li>• Research into assistive technology to take place and software to be purchased to further enable all pupils to access the curriculum.</li> <li>• 1-to-1 support to be provided for pupils identified as requiring additional teaching opportunities due to gaps in their learning. This will be delivered by highly-skilled teaching assistants as well as a teacher.</li> </ul>		Sarah Kiely Kerry Walmsley	Beat Dyslexia - £132  Nessy licences - £444

<p><b><u>Subject leader time</u></b></p> <ul style="list-style-type: none"> <li>Teachers to be released to enable them to further assess and target gaps in knowledge, skills and understanding across the school in Foundation Subjects, as well as to plan and lead themed curriculum days.</li> </ul>		Jo Carvell	£5000
<p><b><u>Transition support</u></b></p> <ul style="list-style-type: none"> <li>New school prospectus and video tour to be developed to enable new starters and children joining from other settings to become familiar and confident with the school before they arrive.</li> </ul>		Jo Carvell Stella McNeil	£500
<p><b><u>Technology in school</u></b></p> <ul style="list-style-type: none"> <li>Laptops, webcams and usb cables to be purchased for teachers to enable the delivery of a remote curriculum in the event of isolation or future lockdown.</li> <li>WiFi enhancement to be reviewed to match the current needs of the school and to boost internet on site. This will enable remote learning to take place and for children to continue their learning whether in school or at home.</li> </ul>		Louise Currall	Webcams - £150
<b>Total budgeted cost:</b>			<b>£29,600</b>