



# Catch-Up Premium Plan

## Boundary Primary School

Summary information					
<b>School</b>	Boundary Primary School				
<b>Academic Year</b>	2021-22	<b>Total Catch-Up Premium</b>	£29,750	<b>Number of pupils</b>	400

### 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.

Use of Funds	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](#).

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.

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 lockdown	
<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>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.</p>
<b>Writing</b>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar, punctuation and spelling (GPS) knowledge has suffered and children are behind. Children didn't write much during the school closure and now need to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
<b>Reading</b>	<p>Children have not read as much as they would have read if they had been in school; parental engagement prior to the school closure is low and the majority of reading input is compensated for in school. The children are now less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. Reading ages have dropped and the first round of assessments show very poor results.</p>
<b>Non-core</b>	<p>There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new. However, our consistent use of 'Threshold Concepts' across subjects and year groups will make it more likely for the children make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>

**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	Review/Impact	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>Lessons will be planned with increasing detail and consideration for how they can be taught remotely to avoid children further falling behind if self-isolating or the bubble closes.</p>	<p><i>Purchase the online learning platform Seesaw for R-Y3 (Y4/5/6 to use Google Classroom).</i></p> <p><i>Continue to use online learning resources, such as Reading Plus (KS2) to support children reading in school and at home. Spelling Shed will be renewed so that children can practise spellings at school and home. White Rose premium will also be purchased again.</i></p> <p style="text-align: right;"><i>Reading Plus (3 years) £7,950 Spelling Shed £180 Seesaw £1122 White Rose £99</i></p>	<p>Children continue to use the online platforms for homework. Reading plus reports show the progress the children have made and end of year assessments show the gap is closing. Spelling is still a focus on school and spelling shed continues to be used in school as well as out of school.</p> <p>Early in the year, these online platforms supported children when remote learning was needed.</p>	SA/HM	<p>Ongoing</p> <p>Feb 22</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 inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><i>Staff to use Rising Stars Assessments, White Rose Assessments and Salford Reading Tests to accurately assess the children.</i></p> <p style="text-align: right;"><i>£200</i></p>	<p>Assessments are accurate and QLAs are used to identify gaps and inform planning and interventions.</p>	SA/HM	Half-termly
<b>Total budgeted cost</b>				<b>£9551</b>

**ii. Targeted approaches**

Desired outcome	Chosen action/approach	Review/Impact	Staff lead	Review date?																																			
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p> <p>An appropriate numeracy intervention supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p> <p>Writing intervention support children to improve their GPS, stamina and motivation.</p>	<p><i>Employ a Higher Level Teaching Assistant to plan and deliver high quality intervention work across school.</i></p> <p><i>The current Higher Level Teaching Assistants in school to deliver timetabled interventions when not covering PPA or staff absences.</i></p> <p style="text-align: right;"><b>HLTA £27,768</b></p>	<p>The additional HLTA works with the established HLTAs to provide interventions and cover for a particular phase to ensure continuity for the children in school as well as targeted interventions in reading, writing and mathematics. HLTA impact reports show individual evidence.</p> <p>End of year data shows an increase of children on track for end of year.</p> <table border="1" data-bbox="1429 491 1814 596"> <thead> <tr> <th></th> <th>Y6</th> <th>Y5</th> <th>Y4</th> <th>Y3</th> <th>Y2</th> <th>Y1</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>82%</td> <td>78%</td> <td>72%</td> <td>77%</td> <td>76%</td> <td>71%</td> </tr> <tr> <td>Writing</td> <td>73%</td> <td>71%</td> <td>61%</td> <td>70%</td> <td>66%</td> <td>60%</td> </tr> <tr> <td>Mathematics</td> <td>78%</td> <td>76%</td> <td>76%</td> <td>75%</td> <td>77%</td> <td>69%</td> </tr> <tr> <td>Combined</td> <td>63%</td> <td>68%</td> <td>58%</td> <td>70%</td> <td>67%</td> <td>56%</td> </tr> </tbody> </table> <p>Y1 phonics – 90% EYFS GLD – 57%</p>		Y6	Y5	Y4	Y3	Y2	Y1	Reading	82%	78%	72%	77%	76%	71%	Writing	73%	71%	61%	70%	66%	60%	Mathematics	78%	76%	76%	75%	77%	69%	Combined	63%	68%	58%	70%	67%	56%	SA/HM	<p>Oct 22</p> <p>Feb 22</p>
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iii. Wider Strategies				
Desired outcome	Chosen action/approach	Review/Impact	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p><i>Additional online learning resources will be purchased, such as Reading Plus (KS2) to support children reading at home. Likewise, Spelling Shed and will be renewed so that children can practise spellings at home. My Maths and White Rose premium will also be purchased.</i></p> <p><i>Costings above</i></p> <p><i>Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i></p> <p><i>£500</i></p>	<p>As above.</p> <p>Paper packs and stationery provided when needed.</p>	SA/HM	Ongoing
<p><u>Access to technology</u></p> <p>Children across the whole school to have increased access to online learning platforms in school.</p>	<p><i>Purchase Chromebooks/tablets.</i></p> <p><i>£6000</i></p>	<p>The purchase of new Chromebooks/tablets has ensured the children have more access in school to technology – this means they can use the online platforms in school, as well as the devices supporting the Teaching and Learning across the curriculum.</p>	SA/HM	Dec 2021
<b>Total budgeted cost</b>				<b>£6500</b>
			<b>Total cost</b>	<b>£43,819</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£29,760</b>
			<b>Cost paid through charitable donations/local authority</b>	<b>0</b>
			<b>Cost paid through school budget</b>	<b>£7,217</b>
<p><b>Additional:</b></p> <p><b>National Tutoring Programme:</b> Boundary is using its own staff to deliver tutoring sessions to children in KS2 in Reading and Mathematics.</p> <p><b>Academic Mentor:</b> Boundary has employed an academic mentor who is working across school to support children in English.</p> <p>35 children have accessed the School-led tutoring and 70 children have accessed NTP.</p>				