

# 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 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

**School: Deansfield Primary School**

**Total allocation: £32/34,000 we are just awaiting final confirmation of this**

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

We have spoken to all the teachers in order to get an idea of the themes that they feel are initially coming through. They are as follows

- Stamina
- Independence
- Writing (with particular concern over handwriting in some classes)
- Some classes have reported fluency in maths
- 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 them 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.
- Reception have noted that the children find it harder than in previous years to sit on the carpet and focus.
- Pupil premium children

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. Alongside this the children across the school have settled quickly and happily into class. Children who have previously been reluctant to come in are well settled this year.

<b>Teaching and whole school strategies</b> <small>(effective use of technology, staff CPD, support for teachers to have time to assess and feedback etc.)</small>	<b>Allocation and accountability</b>	<b>Expected Impact and Timescale</b>
<b>Supporting outstanding QFT</b> Ensuring that teachers are supported through providing supported and shared planning, CPD to engage concise	<b>SLT</b>	Lessons are precise and well-structured with clear learning outcomes. Teachers are supported and well prepared

<p>assessment of gaps and continued focus on use of Rosehnsine and direct instruction approach /continued development of the use of technology/ deployment of staff across the school</p> <p><b>Assessment and Feedback</b> Careful planning of the assessment year /subject specific assessments used to identify particular areas of concern/ quizzes and some standardised assessment in some year groups is used to inform</p>		<p>Gaps are quickly identified and planned for Pedagogy supports all children's learning Technology is used well to support learning Children who need it targeted support are quickly identified Children achieve and rapid progress is made Children receive targeted high-quality feedback which impacts directly on their understanding and progress</p>
<p><b>Targeted support</b> (one-one, small group, intervention programme, additional time at end or beginning of day etc.) £32/34,000</p>	<p><b>Allocation and accountability</b></p>	<p><b>Expected Impact and Timescale</b></p>
<p><b>Employment of part time teacher/ NQT to release experienced intervention teacher to work across the school</b> Highly experienced teacher to work <b>with</b> class teacher on identified targeted groups on targeted areas. This can also be done across year groups. Literacy and numeracy focus. See timetable</p> <p><b>Use of extra Middays time</b> As lunch time is only an hour some middays are doing 1;1 reading sessions with children in their bubble</p> <p><b>Organisation of TAs across school</b></p>	<p><b>SLT Intervention teacher</b></p>	<p>The above - precisely identified gaps are filled swiftly Children's confidence in their own ability to fill gaps and understand personal strategies grows Feedback to class teacher ensure fluidity and follow up between intervention and in class learning Progress is accelerated Children make rapid progress in reading Children's enjoyment of reading is greater</p> <p>Explicit 'in the moment' feedback ensures gaps filled quickly</p>

<p>Each year group now has at least one TA</p>		<p>Gaps in understanding identified in previous lessons are quickly responded to Children's learning is evident, and confidence grows</p>
<p><b>Wider Strategies (technology, parental engagement etc.)</b></p>	<p><b>Allocation and accountability</b></p>	<p><b>Expected Impact and Timescale</b></p>
<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>SLT and teachers</b></p>	<p>Parents feel confident in 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 good Dips in attendance are quickly picked up and supported At home learning is supported for all children isolating</p>