

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

Schools: Halstow Primary School
 Total allocation: £33,040

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

- Children having to isolate at home, missing days of school at a time.
- 5 days into the new term, Year 6 children were instructed to self-isolate for 14 days.
- Time for teachers to make absolutely sure children’s well-being is at the heart of the ‘engage’ phase whilst assessing each child for their gaps, in a supportive and ‘low threat’ way.
- Parents teaching children different methods for numeracy with children becoming confused

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
<p>Staff CPD looking at Rosenshine’s 17 principles of effective instruction.</p> <p>Time for teachers, during weekly PDM sessions, to use the assessment and progression grids to really establish where children’s gaps are.</p> <p>Fluid focus group teaching – effective use of Afl and LSAs/cover supervisors.</p> <p>Purchasing of more phonetically regular reading schemes</p>	<p>£1000 - Direct Instruction CPD – TG and MB</p> <p>TG and MB</p> <p>Tls and JP</p> <p>SLT</p>	<p>Autumn Term</p> <p>Developing staff subject knowledge enabling rapid progress</p> <p>Ongoing throughout the academic year</p> <p>Teachers are really clear about next steps for planning so focus groups are precise.</p> <p>Ongoing throughout the academic year</p> <p>Effective Afl closing gaps</p> <p>Summer 2020</p> <p>Single year groups enabling precise focus group planning, leading to a maths mastery approach</p>

<p>Two maths leads attending mastery training who will embed this approach across the school.</p>	<p>£1000 AC and TG and MB</p> <p>£2,500 – release time RT and JF</p>	<p>Autumn 1 Books will support children’s acquisition of reading in a structured format leading to improved progress</p> <p>Autumn 2 Enabling children to become more fluent mathematicians, leading to rapid mathematical progress.</p>
<p>Targeted support (one-one, small group, intervention programme, additional time at end or beginning of day etc.)</p>	<p>Allocation and accountability</p>	<p>Expected Impact and Timescale</p>
<p>‘Utilising additional staff to enable additional focus groups</p> <p>Music teacher teaching half classes over a one hour period enabling teacher to have smaller focus groups.</p> <p>Utilising cover supervisors effectively to enable more pupil access to focused group teaching within the lesson</p> <p>Daily reading interventions for children (Toe-by-toe)</p> <p>Extra Lexia sessions for children with dyslexia or children who have serious gaps in their reading knowledge.</p> <p>Extra learning mentor time, in-class, to re-establish learning behaviours for key children.</p>	<p>TLs and TG £ 12,000</p> <p>Teachers</p> <p>Teachers £4,000</p> <p>JP and teachers £2,000</p> <p>JP and Lynn £2,000</p> <p>JP/TLs and Jane £4,000</p>	<p>Ongoing throughout the academic year Accelerated progress and closing gaps.</p> <p>Ongoing throughout the academic year Accelerated progress and closing gaps.</p> <p>Ongoing throughout the academic year Accelerated progress and closing gaps.</p> <p>Ongoing throughout the academic year Accelerated progress and closing gaps.</p> <p>Ongoing throughout the academic year Accelerated progress and closing gaps.</p> <p>Ongoing throughout the academic year Accelerated progress and closing gaps.</p>

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 experts and are confident with using Google Classroom
Parents who are unable to access home learning due to lack of adequate IT equipment are being loaned iPads and Google chrome books.	HT and MB £3,000	Autumn 1 All children have access to the right equipment at home in order for them to access the full curriculum.
Creating parental support guides for specific learning (Phonics/maths strategies etc)	HTs and EHTs	Autumn 2 Parents are better equipped to support their children at home during periods of isolation.

