

Catch-Up Premium Plan

Irby Primary School

Summary information

School	Irby Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£ 17,120	Number of pupils	215

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 from FS2 to Year 6.

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.

EEF Recommendations

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	
Maths	<p>% of children who dipped between Spring 2 and September baseline during lockdown: 42%</p> <p>Specific content has been missed, leading to gaps in learning for some. Initially, recall of basic skills suffered as some children were not able to recall addition facts, times tables, fractions, number bonds and previously taught calculation strategies. This was especially noticeable in current Years one and six. Some younger children had forgotten mathematical vocabulary and specific skills such as the ability to count backwards. Some older children found it difficult to apply prior knowledge and known facts to reasoning.</p>
Writing	<p>% of children who dipped between Spring 2 and September baseline during lockdown: 54%</p> <p>For many children writing skills and particularly writing stamina suffered. Children were not used to writing at speed of for sustained periods on their return to school in September. This was especially noticeable in current Years one, three and six. SPAG (Spelling, Punctuation and Grammar) specific knowledge has suffered, leading to lack of fluency in writing. Paragraphing was lacking for some older children and younger children found it difficult to be creative as vocabulary had been affected. For some children a focus on on-line tasks will have had an impact on letter formation and handwriting skills. The presentation of work for some had slipped.</p>
Reading	<p>% of children who dipped between Spring 2 and September baseline during lockdown: 42%</p> <p>This was especially noticeable in current Years one and four. Some children had perhaps lost the reading habit and some struggled with reading for meaning, particularly using inference and deduction. In Year one, some children's recognition of High Frequency words and phonics had been affected and staff needed to revisit phase 2 HF words and phase 3 sounds.</p>
Non-core	<p>Children across school will have missed the units of work planned for the summer term. Subject leaders are working with teachers to identify knowledge skills and understanding that will have been missed. Children will be less likely to make connections between concepts and themes throughout the curriculum and to build on prior knowledge later in their school life. Children have also missed out Curriculum Capital, Science Capital and Cultural Capital as a result of trips, visitors, whole school events, theme days and weeks.</p>
Social and Emotional	<p>The vast majority of children welcomed the return to school. For some children, they had become used to the security of being at home and they found the transition back to school more challenging. Others found mixing with their peers again difficult and we have noticed friendship problems, particularly amongst older pupils and we also saw some children displaying signs of anxiety. Staff noticed that some children struggled with their concentration, time management and found it difficult to work independently.</p> <p>Irby Pre-school was closed throughout lockdown. Many of our children attend this provision. F2 staff noted that a significant number of the children were unable to recognise or write their names and language and vocabulary was underdeveloped. Physical ability- gross motor control and balance was very good but fine motor skills much less so. There was more separation anxiety which for some went on for the first few weeks.</p>

% of children who dipped between Spring 2 and September baseline during lockdown

	R	W	M
Y6	44%	100%	56%
Y5	37%	43%	37%
Y4	53%	13%	37%
Y3	45%	68%	42%
Y2	20%	17%	23%
Y1	53%	77%	53%
Whole school	42%	54%	42%

APS Progress

	September Baseline	Autumn 2	Average progress	September Baseline	Autumn 2	Average progress	September Baseline	Autumn 2	Average progress
	Reading			Writing			Maths		
Y6	40.3	44.6 Av SS 101.9	+4.3	37.2	42.3	+5.1	40.1	44.6 Av SS 100.2	+4.5
Y5	36.1	40.0	+3.9	35.4	38.9	+3.5	35.8	39.9	+4.1
Y4	31.6	35.9	+4.3	31.9	35.5	+3.6	31.9	36	+4.1
Y3	28.0	32.3	+4.3	28.7	31.6	+2.9	28.4	32.2	+3.8
Y2	24.9	27.9	+3	24.5	27.6	+3.1	24.5	27.8	+3.3
Y1	19.8	24.1	+4.3	19.3	23.7	+4.4	20.5	24.4	+3.9

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 related whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p>High quality teaching for ALL... Supporting great teaching:</p> <p>Quality first teaching and focused intervention support during the school day will enable the majority of the children who dipped between March 2020 and</p>	<p>Our approach was to ensure there was a positive adult: child ratio within each class, especially for English and Maths. This includes teachers, TAs and students. We also allocated TA intervention support (Irby Advance)</p> <p>Term 1 F2 Class teacher and Full time TA (+ student Autumn 2) Y1 Class teacher, 0.7 TA and student teacher</p>	<p>Y2 phonics 97% achieved standard. Reference outcome for Irby Advance provided in Teaching Assistant and Targeted Intervention section.</p> <p>Outcomes for cohorts is started above and identifies significant</p>	AP	11.12.20

<p>September 2020 to catch up within the school's provision.</p>	<p>Y2 Class teacher and 0.6 TAs (+ student Autumn 2) Y3 Class teacher and 1 Fulltime TA and 1 0.5 TA (+ student Autumn 2) Y4 Class teacher, TA and student teacher Y5 Class teacher, 0.4 TA and student teacher Y6 Class teacher and 2 TAs Weekly Intervention support: Y6 1x pm HLTA and 1x pm TA Irby Advance Y4 1 x pm TA and 1.5x pm TA Irby Advance Y2 1.5x pm TA Irby Advance and 1x hour teacher phonics Y1 1x pm TA Irby Advance and 1x hour teacher phonics</p>	<p>progress (catch-up) in the Autumn term for all cohorts with individuals identified for Phase 2 intervention.</p>		
<p><u>Effective diagnostic assessment... Teaching assessment and feedback:</u></p> <p>Autumn 2 data will identify individuals and groups who will benefit from small group/1:1 catch up tuition in Spring 1 and 2.</p>	<p>We completed a baseline assessment in September to establish current attainment. We compared this data to Spring 2 results (prior to lockdown) and for Y1, Y2 and Y3, projections from the previous teacher of how the children were expected to perform. Children who had dipped were identified and discussed during progress meetings. The rationale was that these children would be supported through intervention support in class and quality first teaching. We will use</p>	<p>Findings indicate this is across all ability groups and ages, includes children of key workers who were in school and those who were not. Writing appears to be the area where a significant number of children have dipped. Jane Considine Writing programme purchased and classes for Y2 upwards took place in live lessons September 2020.</p>	SLT	30.9.20
<p><u>Supporting remote learning... Ensuring equity of access for all:</u></p> <p>Children will have improved opportunities to access learning at home using Google Classroom/ Google Meet so all children can have virtual contact with teachers daily. We also provide daily feedback via Google and Dojo. Stationery will be provided.</p> <p>Provision to loan devices available as required.</p>	<p>Remote learning policy produced and agree with staff by the end of September. Staff training on Google Classroom has taken place. IT provider (Wirral IT) setting up Google Classroom in line with GDPR. All parents have signed up to Google Classroom so we assume that access to technology will not be an issue. Questionnaire to parents to determine access to devices. We have two devices available from DfE if a bubble closes. We also have tablets that we can loan to families paid for by our Parents' Association.</p>	<p>Google Classroom will be available in January to build upon current remote learning provision. 13 ipads were made available to pupils struggling to access remote learning (14.01.21).</p>	SLT	Ongoing
<p><u>Focusing on professional development... Supporting great staff:</u></p> <p>Staff members have developed appropriate and relevant training.</p>	<p>Headteacher and Assistant Head (CT) attended Remote Learning and safeguarding Assistant Head (NM) and new Computing lead (KB) attended Computing SL Update Teachers have had two training sessions on Google Classroom. Early Maths training (JM) Teachers and TAs: Safeguarding Update including impact and implications of lockdown from Imelda Spencer (positive Resolutions) to make staff aware of issues</p>		RD	Ongoing

	children may have faced, what to look out for and how to support. Weekly Andrew Hall safeguarding updates also support this. New KCSIE shared with staff and Governors.			
<p>Transition support... Welcoming new starters:</p> <p>Children and parents find procedures and support for new starters is helpful and the transition to school is smooth.</p>	<p>Transition to F2 was completed using Tapestry. During the summer term parents of new children for F2 were invited to join Tapestry. A virtual tour was uploaded plus videos of staff members reading stories etc. All parents received a phone call from the F2 teacher to discuss potential issues, how the children had coped during lockdown and their experiences.</p> <p>All children across school were given the opportunity to visit school and meet their new teacher in July. For most classes, the children have stayed with the teacher who taught them 2019-20.</p> <p>Children started in F2 in groups of six over a two week period.</p> <p>We have timetabled in additional ELSA slots from September.</p> <p>All parents received a welcome letter from the class teacher in September detailing organisation. Parents evening took place through phone calls in November.</p>	<p>Positive feedback received from parents at Parents Evening, via Tapestry and from Parent Governor.</p> <p>Tapestry is the main platform used during the provision of remote learning and one which parents are familiar with.</p>	RD	16.01.21
Total budgeted cost				£200

ii. Targeted academic support				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p>High quality 1-to-1 and small group tuition... Academic tutoring programme</p> <p>Identified children are able to access 1:1/small group provision address specific areas of academic need in English and Maths.</p>	<p>Phase 2 Spring 1: Teachers will deliver 1:1/small group Writing tuition (1 hour sessions once a week after school for a six week block per week 15 mins planning and 45 mins delivery). Children will be with their own class bubble.</p> <p>Phase 3 Spring 2 Assess impact and repeat with second tranche or provide small group reading tuition.</p>	<p>All Phase 2 and hence Phase 3 catch-up provision has been delayed due to a third National lockdown on the 4.1.21. This will be reviewed weekly.</p>	Class teachers	10.2.20 Delayed.

<p><u>Teaching Assistants and targeted support... Intervention programme</u></p> <p>Additional TA support reduces adult: child ratio and increases level of support available to children.</p> <p>Focused intervention enables children to catch up, correct misunderstandings and practice basic skills.</p>	<p><u>Phase 1</u></p> <p>Additional TA support (0.5 in Y6, 0.5 in Y3, 0.1 in Y5)</p> <p>Our Intervention programme, Irby Advance supports individuals and small groups focussing on reading, phonics, spelling, handwriting, sentence construction. This support takes place during the school day. We use precision teaching methods, Shared Reading Partnership and Accelerate/Acceleratewrite.</p> <p>In addition to the Irby Advance programme other intervention, individual and small group support includes Comprehension, Reading probes, Guided Writing, Samurai Sentences, Guided Reading, Sight vocabulary and Letter formation</p> <p>A range of maths interventions support those identified children in reinforcing their understanding of basic maths skills and application of number within the working day. Examples include: Precision Teaching Numbots, Times Table Rock Stars, XTables, Arithmetic, LBQ, TT38 and Mental maths</p>	<p>Impact of Irby Advance Intervention Autumn Term</p> <p>Y1: Reading of HFW Precision Teaching Group One made an average of 13 out of 13 words progress over the 6 weeks. Reading of HFW Precision Teaching Group One made an average of 12 out of 13 words progress over the 6 weeks. Successful reading Partnership results indicate an average of four and a half months reading age progress over the term for the children accessing this intervention in Year One.</p> <p>Y2: Reading of Common Exception Words Precision Teaching Group meant all children in Year Two can now read on sight all of the Year One Common Exception Words and Phonic Phase words. Successful reading Partnership results indicate an average of one year and four months reading age progress over the term.</p> <p>Y4: Successful reading Partnership results indicate an average of one year and two months reading age progress over the term for the children accessing this intervention in Year Four. Spelling of Common Exception Words Precision Teaching Group One made an average of 26 words progress over the term.</p> <p>Impact of TA support and use of specific learning programmes as identified to the left: For Read, write and maths in all classes the Average Points Progress (APS) demonstrated accelerated progress compared to schools with similar baseline data (range of +2.9 to +5.1).</p>	<p>SENCO</p>	<p>15.1.21</p>
<p><u>Extended school time... Before/After school focussed support clubs</u></p> <p>Identified children are able to attend small group catch up provision to address specific areas of academic need in English and Maths.</p>	<p><u>Phase 2</u></p> <p>Spring 1 After school Maths: Identified children are able to access a weekly catch-up club (1 hour sessions once a week for a six week block per week 15 mins planning and 45 mins delivery) led by a TA. Children will be with their own class bubble.</p> <p><u>Phase 3</u></p> <p>Spring 2 Assess impact and repeat with second tranche or provide reading/spelling/phonics catch up club.</p>	<p>All Phase 2 and hence Phase 3 catch-up provision has been delayed due to a third National lockdown on the 4.1.21. This will be reviewed weekly.</p>	<p>Class teachers and TAs</p>	<p>10.2.20 Delayed</p>
<p><u>Planning for pupils with SEND... Intervention programme</u></p> <p>Focused intervention enables children to practice and reinforce basic skills.</p>	<p>Additional TA hours to deliver Time to Talk, Socially Speaking and Speech and language programmes.</p> <p>Targeted interventions, including Irby Advance, phonics, daily reading, reading probes, precision teaching.</p>		<p>SENDCO</p>	<p>14.12.20</p>
Total budgeted cost				£9767.40

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents/carers with pupils of different ages... effective communication with the wider community:</u></p> <p>Communication between home and school is effective. Information is shared via email, text or the school website.</p> <p>In the event of a bubble closing or a child/children self-isolating, communication will continue through the usual channels but is personalised.</p> <p>Additional communication takes place via Google Classroom/Google Meet, Tapestry and Class Dojo.</p> <p>Parents Evenings take place virtually until regulations change.</p>	<p>School website has sections: September Return and Home Learning. Letters, Emails and texts were sent to parents throughout lockdown and since school reopened fully in September. Every family who did not have children in school during lockdown received at least two welfare phone calls from our ELSA.</p> <p>Parents evening to take place by phone (Autumn term) and by School Cloud (Spring term if restrictions are still in place.)</p> <p>Where small numbers of children are absent, the teacher will email/telephone the parents to explain the work that the child expected to complete together with links to online tasks and support. Support and feedback is available throughout the day via class Dojo/Tapestry. A stationery pack is available for collection.</p> <p>Where larger numbers of children are absent, there is a Google Meet morning and afternoon plus the arrangements above for small numbers.</p>	<p>Class Dojo meant that parents were able to communicate with staff directly. Individual parents who expressed concerns were telephoned personally to see what support we could offer.</p> <p>We trailed inviting individuals to join story time and phonics lessons remotely. This was successful and will be rolled out across all classes.</p> <p>This worked well once early technical issues were addressed.</p>	SLT	ongoing
<p><u>Ensuring access to technology... Enabling all learners equal access to the provision:</u></p> <p>Children with limited or no computer access at home can access additional devices (short term loan from school via DfE allocation and our school provision) so that they can access on-line provision and learn alongside their peers.</p> <p>Teachers and TAs have remote access which allows them to access school-based resources from home. Teachers have school laptops/ iPads that are equipped with webcams/microphones. Staff members can facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p>We have two devices available from DfE if a bubble closes. We also have 25 tablets that we can loan to families paid for by our Parents' Association.</p>	<p>Remote learning provided from 4.1.21 and structured curriculum from 6.1.21.</p> <p>13 ipads loaned out to children by 14.1.21.</p> <p>Hard copy packs, exercise books and stationery are offered to those struggling to access remote learning or unable to print.</p> <p>Provision for hard copy work to be returned to school and for the teachers to mark and assess accordingly in order to ascertain engagement and progress.</p> <p>Tapestry/Class Dojo used to communicate with parents as well as phonecalls when appropriate to identify the barriers to learning and provider support as required.</p>	NM/KB	Third National lockdown.

<p><u>Supporting pupils' social, emotional and behavioural needs...</u> <u>Whole school recovery curriculum/SEL curriculum:</u></p> <p>Daily 9-9.30am for first five weeks Recovery Curriculum.</p> <p>Children have the opportunity to share feelings and process emotions.</p> <p>Children who are struggling with behaviour or experiencing difficulties receive support.</p> <p>ELSA time available for those who need it.</p>	<p>Recovery curriculum: Recovery Curriculum based on Ealing Health Improvement Recovery Curriculum https://www.egfl.org.uk/elp-services/health-improvement-schools/health-improvement-recovery-curriculum. The weekly themes will be: Relationships, Community, Resilience, Metacognition and Space spending time on well-being as well as re-introducing the curriculum. See Staff shared/SMSC/Recovery Curriculum. PHSE lead and ELSA researched and chose this option.</p>	<p>Recovery curriculum was delivered daily from 9-9.30 am from the first day back until 9.10.20 Additional ELSA time has been allocated. (currently 5.5 hours per week) We have also liaised with CAHMS for advice regarding specific issues.</p>	<p>KH</p>	<p>30 9 20</p>
Total budgeted cost				£3109.04
				Cost paid through Covid Catch-Up
				£349
Cost paid through charitable donations				£2760.04
Cost paid through school budget				£2093