# HIGH LANE PRIMARY SCHOOL

*Creating the future, today.*

# Catch-up Premium Plan

At High Lane Primary School, we value every child as an individual and believe it is important for all children to reach their full potential in a happy, supportive and exciting environment. We seek to develop independent learners who are equipped with the necessary skills, knowledge and understanding to thrive within an ever-changing world. We seek excellence and enjoyment in everything we do.

| Summary information | | | |
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| **School** | High Lane Primary School | **Number of pupils** | 173 |
| **Academic Year** | 2020/2021 2021/2022 | **Total amount of catch-up premium** | |

## Guidance information

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Schools have been allocated funding to bridge the aggregate impact of lost time in education during the time period. Although all children in our school are eligible to receive this funding, it has been noted by the EEF that 'Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life.' (*Covid-19 Support Guide for Schools, June 2020).*

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil. At High Lane Primary School, this amount is **INSERT AMOUNT**

## EEF Recommendations

| **(1) Teaching and whole-school strategies** | **(2) Targeted approaches** | **(3) Wider strategies** |
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| a) Supporting great teaching<br>b) Pupil assessment and feedback<br>c) Transition support | a) One to one and small group tuition<br>b) Intervention programmes<br>c) Extended school time | a) Supporting parent and carers<br>b) Access to technology<br>c) Summer support |

## Identified impact of lockdown

- Many children have missed being in school and are happy to be learning alongside their friends, whilst supported by the staff team. They are enjoying the ability to develop a greater sense of routine, and a full, balanced curriculum. However, it is clear that there are many children who are now finding returning to a new 'normal' challenging and have increased anxiety.
- Although many children engaged with home learning through the use of Premium White Rose Maths resources, the disparity between children's fluency in number and ability to problem solve and reason has widened. For many children, the readiness to recall key facts (multiplication and division facts and number bonds) is not as secure as it would've been without the influence of lockdowns and isolation periods. To cover gaps and lay a secure foundation for learning, teachers have found the pace of learning needs to be much slower to ensure all children are ready to progress. In addition, the breadth of gaps within children's learning is far greater than in previous years, resulting in the need for much more personalised levels of intervention.
- Across the school, despite teachers developing a range of resources to support writing during home learning, many children lost their 'stamina' for writing and handwriting skills decreased substantially due to the children doing more work online. On return to school, it is clear that the children develop fatigue after writing for extended periods of time and some require fine motor activities to develop their writing into a legible style. Spelling also suffered during lockdown, as children were relying on the spelling check function on their devices and missed the formal teaching of spelling patterns. In addition to this, due to limited experiences and limited opportunities to access a wide range of books, some children's vocabulary is noticeably affected and much more limited than anticipated.
- Due to lockdown, many of our Key Stage 1 pupils lost the routine and structure of regular phonics sessions that the staff team had developed over the last 12 months. Consequently, the children's ability to recognise and decode graphemes is lower than expected, as is their ability to segment and blend. Although many families engaged with home learning through resources sent home or videos provided, children missed having the expertise of a trained professional and this is demonstrated in the limited progress of some.

| EEF Link | Action | Cost | Evidence of impact | Next steps |
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| 2a 2b | Extension of support staff hours to support the delivery of focused intervention for individuals and groups.<br>• Support staff directed to specific individuals/groups to support gaps in Maths and English | | 52% not on track in phonics assessment in September – 91% now on track. | |

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| | • Support staff directed to support additional phonics sessions | | | |
| 1a<br>3a?<br>3b? | Subscription to White Rose Maths to support home learning with quality resources.<br>• Videos shared online with children and parents to offer support with sessions<br>• High-quality resources to support learning – editable to make home learning more accessible for all through G-Suite<br>• Assessment materials used to establish baseline and progress | | | |
| 1a<br>1b | Subscription to Ed Shed to support consistency of teaching and learning in school, and the consistency of resources to support homework.<br>• Teachers integrate the use of Ed Shed resources to ensure consistency in Maths – continuing to work towards a Mastery approach whilst unable to hold curriculum meetings, book shares etc.<br>• Use of homework facility to provide paper-free option during lockdown that supports key areas of learning | | | |
| 1a<br>1b | Introduction of TLR to monitor and support catch-up across the school.<br>• Identification of pupils who have been significantly impacted by school closures and periods of isolation<br>• Monitoring of progress within core subjects | £750 | | |

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| | • Exploring pupil and staff voice to ensure best practice is being shared in teaching and learning | | | |
| 1a<br>1b<br>2a | Appointment of catch-up tutor to support identified pupils in Year 2 and Year 6 | | | |
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