

Summary information					
School	Shamblehurst Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£40,400	Number of pupils	505
				Number of pupil in receipt of pupil premium	111 22%

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 in years reception through to 11.

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	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

Maths	<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>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as maths, however they have lost essential practising of writing skills. GAP specific knowledge has suffered, leading to lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
Reading	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide.</p>
Non-core	<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 and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful authentic outcomes.</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	Impact (once reviewed)	Staff lead	Review date?
<p>Increase in reading fluency, understating and outcomes. Identified children will have significantly increased rates of reading fluency and understanding. 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. Children to be immersed in tier two vocabulary.</p>	<p><i>Year R and Year One – double phonics daily</i> <i>Year 2 Phonics taught twice daily.</i> <i>KS1 Lead to model high quality phonics within year group.</i> <i>Renaissance package used to forensically identify children's gaps and for teachers to plan to address them.</i> <i>Guided reading package from year 2-6 to be monitored by English lead and coaching given where expectations are not met.</i></p>		<p>JB SR SM AJ</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>Introduce Renaissance assessment package so that teachers have a consistent assessment package from Year 2 -6, focussed on reading and maths.</i></p> <p><i>Ensure all teachers are able to use the feedback policy successfully through Covid – peer observations supported by SLT where target marking and verbal feedback are used most effectively. Drop ins to focus on this.</i></p> <p><i>Two moderation staff meetings every half term to ensure consistency in writing, as well as to reinforce the high expectations of our children's curriculum offer to staff.</i></p> <p style="text-align: right;"><i>(£6000)</i></p>		<p>SLT SR - Coaching</p>	<p>Dec 2020 Easter 2021 July 21 Data</p> <p>Writing moderation x 2 each half term, looking at writing and Enquiry</p>
<p><u>Smaller class sizes:</u></p> <p>Children will make accelerated progress in two of our most vulnerable year groups.</p> <p>These children never completed their final key stage and have high levels of vulnerability – SEND and PP. Data indicates large gaps in their learning.</p>	<p><i>Children, in Year One, can be targeted more effectively by having full time LSA and teacher with smaller numbers of children. Progress will be tracked forensically.</i></p> <p><i>Monitoring of Continuous provision introduced this year to enable smaller targeted teaching in groups rather than a reliance on whole class teaching.</i></p> <p><i>Forensic monitor of data and provision to ensure this cohort is not disadvantaged long term by lockdown.</i></p>		<p>AJ SR SM</p>	<p>Ongoing</p>

	<p><i>Year 3 cohort of 90 split into 4 classes so that teachers can address the emotional and social needs of this cohort, as well as their gaps academically. Year 3 will benefit from ongoing support in PPA and a coaching model to support them in addressing the complex needs of this cohort.</i></p> <p style="text-align: right;">£60000 +</p>			
<p><u>Teacher CPD:</u></p> <p>The quality of teaching and learning throughout the school is good or better in all classes.</p> <p>Teachers are well and morale is high.</p>	<p><i>We are embarking on a year's project focussed on the work of Barak Rosenshine's Principles of Instruction, with the focus being to promote a healthy dialogue about high quality teaching and learning and being reflective in our practice. This will enable staff to observe each other's practice as well as experiment with different techniques and models. We believe that the best response to the period of lockdown many of our children faced from March 2019 is to provide them with energised, confident, reflective teachers who have a teaching and learning toolbox that enables them to teach high quality lessons day in day out.</i></p> <p><i>Staff continue to have their weekly PPA time which can be taken at home on request. In addition, staff are given 2 days to work with their teams to plan their next enquiry.</i></p> <p><i>Time has also been allocated to report writing and reading of educational think pieces. £300</i></p>			
Total budgeted cost				£ 66,300

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	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 understanding. 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><i>Year 2 children have targeted phonics intervention led by DHT every morning (8)</i> <i>Every child in Year 2 will read daily for the whole of the Autumn term and beyond.</i> <i>Year 3 children have targeted phonic and spelling support (8) – children who had not passed the phonic screening test in Year one and missed out on retake in Year 2</i></p>		AJ SR SM	Feb 21
<p>Children in year 5 and 6, through small group intervention, will have gaps identified and taught so that they are working in line with FFT (50) predictions.</p>	<p><i>53 children in Year 5 and 6 – small group maths intervention delivered by Maths Lead practitioner September 2020 – July 2021</i></p> <p style="text-align: right;"><i>£50,000</i></p>		CT AJ	Feb 21
<p><u>Intervention programme</u></p> <p>Ensure LSAs receive training on key interventions so that they are good value for money and highly effective.</p>	<p>Training delivered on: Paired reading Maths boards Toe by Toe 123 High Freq Precision teaching Phonics – letters and Sounds Talk Boost</p>		SEND team CT SR	July 21
<p>To close the literacy and vocabulary gap for our vulnerable and disadvantaged students.</p>	<p>Implement the Bedrock programme for 100 students in Key stage 2 who are PP or additionally vulnerable, based on a focus on the Renaissance data collected in October 2020 –</p> <p>PP lead to monitor data and outcomes.</p>		Implement Dec 2020 KE	Feb 2021
Total budgeted cost				£50,000

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
To ensure that children who are struggling to regulate their behaviour and/ or have social and emotional or communication needs, are taught transferable skills that enable them to better access life within the classroom. This will then have a positive impact on their learning behaviours and outcomes.	<p>Introduction of NOLA, led by Forest school lead and supported by SEND team.</p> <p>NOLA provides evidence of development in three areas – self ,others and the environment. It assists learners to develop high levels of motivation, esteem, skills, knowledge and a desire to learn and puts personal development at the heart of outdoor learning.</p> <p>One of the main aims of the NOLA award is to capture and celebrate the personal and social change created by outdoor learning, in a measurable way. It focusses on personalised learning and self-assessment through reflective practice – this in turn is a lifelong skill we hope our children will develop.</p> <p>Within these groups there are six children who have EHCP and a further four who we are in the process of applying for EHCP. 14 of these children are in receipt of the PP. 4 of these children are currently supported by Children’s Services. 3 are being supported through PBS.</p> <p style="text-align: center;">£14,500</p>		KR SEND team	Feb 2021 July 2021
To ensure the well-being needs of the school community are met.	<p>Our school, led by our SEND team will be embarking on The Wellbeing Award for Schools – promoting emotional wellbeing and positive mental health throughout our school. This is an 18 month project with the aims being to reduce stigma around mental health, to improve pupil</p>		SEND team	Feb 2021

	<p>behaviour, to improve pupil wellbeing, to improve staff wellbeing, to improve parental wellbeing and improve staff morale. Our school is committed to promoting and protecting positive emotional well-being and mental health and hope this project will be a vehicle to ensure this message is communicated to all involved in the school.</p> <p>£2000</p> <p>(not including staff time)</p>			<p>July 2021</p> <p>Dec 2021</p>
To ensure that children and families are supported in the event of lockdowns and periods of self-isolation by being confident in using our online remote learning platform Seesaw	<p>*Access the family aspect of SEESAW</p> <p>*Provide training for staff that they can cascade to parents and children</p> <p>*To use SEESAW as a means of delivering weekly home learning</p> <p>*To provide weekly or daily check ins to pupils/families self-isolating, including Zoom conversations.</p> <p>*DSLs to ensure SW and vulnerable families have regular check ins.</p> <p>*SEND team to liaise with families where children have additional needs and might need further resources to support their learning.</p>		JH AJ	<p>Ongoing throughout pandemic</p> <p>Review after each period of self-isolation</p>
				16,500
Total budgeted cost				132,800
			Cost paid through Covid Catch-Up	£40400
			Cost paid through charitable donations	0
			Cost paid through school budget	92,400