



**Peel Hall Primary School**  
**Catch Up Plan**

**Funding allocation:**

Mainstream Schools' allocations have been calculated on a per pupil basis, providing each primary school with a total of £80 for each pupil from Reception through to Y6.

**Payments:**

This funding will be provided in 3 tranches. The DfE provided schools with an initial part payment in autumn 2020, based on the latest available data on pupils. They will then distribute a second grant payment in early 2021, based on updated pupil and place data from the October 2020 census. The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of £46.67 per pupil. A further £33.33 per pupil will be paid during the summer term 2021. Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need. 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 can 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.

**Accountability and monitoring:**

As with all government funding, school leaders must be able to account for how this money is being used to achieve the DfE's central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools, spend funding appropriately and in holding schools to account for educational performance, school governors will scrutinise the schools' approach to catch-up from September, including their plans for and use of catch-up funding. This will include consideration of whether schools are spending this funding in line with their catch-up priorities and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

Number of Pupils	468
Catch- Up Premium Allocated	Currently allocated £9140
Published Date	1 <sup>st</sup> December 2020
Review Date	September 2021
Produced by	Mrs G. Dunkley
Chair of Governors	Mrs S. Hamnett

## Strategy and Context:

- Approximately 41% of children from Nursery to Year 6 engaged with the detailed online learning that the school provided during lockdown from March to June; this was made available through Microsoft Teams and Paper learning packs, which were year group specific and in the case of SEND pupils – pupil specific.
- From the June partial opening of school to the end of the summer term approximately 81 pupils (17%) attended school every day (Y6 25 pupils, Y5 18 pupils, Y4 5 pupils, Y3 5 pupils, Y2 5 pupils Y1 16 pupils, EYFR 3 pupils & N 4 pupils). These children were a mixture of targeted year groups, vulnerable children and those of key workers. This enabled face-to-face teaching and those pupils that were still isolating at home carried on accessing the home learning. As the majority of our children were at home, this was a particularly difficult task, and teaching staff who were not physically teaching in the classroom became responsible for both digital and paper pack learning with staff alternating roles every two weeks.
- School was fully closed over the summer holiday period which meant that no school based or remote learning was set. From a school management point of view this was crucial in terms of teacher workload and their mental health and emotional well-being. This allowed for teachers to come back to what was going to be a very challenging and tiring term in Autumn 2020 with renewed energy and professional focus.
- Upon re-opening in September 2020 we had a good response to children coming back to school. Initial attendance figures were around 93% but have averaged out at 92% across school. Initial baseline assessments took place in week 3 of the autumn term to help staff identify gaps in learning from the summer term and plan for the autumn term to consolidate and ensure children were able to be reminded of previous learning. Most children were, quickly, able to demonstrate that they were able to recall much prior learning.
- As a leadership team we discussed the strengths and weakness of our remote provision and decided to provide further whole school training on Microsoft Teams and look into investing further in IXL - IXL would allow staff to signpost children in English and mathematics to practise and consolidate learning objectives, in school and at home, offering a personalised programme for each learner. These personalised action plans seamlessly link students to the skills that will help them build on their knowledge and remediate gaps in understanding. Following the isolation of the Year 6 bubble and the accusation of devices to be loaned to pupils working remotely from home we began to train other year groups in how to use Microsoft Teams. We intend to develop this further in the New Year and train staff on other functions and uses built into Microsoft Teams to improve our digital remote home learning.
- As a staff, we agreed to settle children back for the first few days of the autumn term, establishing routines, behaviours for learning and to remind pupils of previous learning. We also agreed that good quality teaching would form the main thrust of our recovery curriculum. We felt that teachers were best placed to ascertain gaps in knowledge as they went along through their day-to-day formative assessments and the use of interrupting the forgetting. Our collective strategy was to address gaps in Reading, Writing and Mathematics initially and then the foundation subjects. At this point staff would be able to ascertain where pupils have regressed in terms of their learning and feed this back to the SLT. The SLT would then analyse and plan how best to provide support and interventions across Reading, Writing and Mathematics in order to identify children to catch up in their areas of greatest need.
- Prior to the September start, we undertook PSHE/Relationships training with all teaching staff to ensure pupils well-being and readiness for school/learning was a high priority following the lock down and summer vacation. This would form an important part of our autumn curriculum and be delivered by staff in place of whole school assemblies.
- It was agreed Catch up Premium would be targeted at pupils from Y1 through to Y5 who were identified from school data at being ARE but were currently performing just below this expectation in reading using Boosting Reading@ Primary this involved the purchase of resources, training of staff,

targeted teaching and regular monitoring and tracking of the programmes impact. Y6 were to be taught in small-targeted groups using PiXL resources for SPAG, reading, writing and mathematics. Extra staffing was provided to support the teaching of phonics, in targeted groups, to all pupils in Year 1 and Year2. These interventions would be reviewed and extended to other learners following assessments in November 2020. We are treating 'Catch up' as a long-term endeavour rather than a 'quick fix' across our school community.

Barriers to Attainment
Staff have no previous summer data to use. September baseline assessments have to be used as a starting point to ascertain exactly where all children are in relation to their age related learning in Reading, Writing, phonics and Mathematics.
Some pupils may have had limited access to reading materials and reading support during the summer term and therefore their reading ages, comprehension and phonetic understanding may be lower than expected at the beginning of Autumn 2020.
Some pupils may struggle to settle back into school and class routines and may have a limited concentration due to COVID 19 and a lack of structured learning experiences since school closures in March 2020.
Whole School, Home Learning was limited due to the platform used and its lack of interactivity. It need to be developed further from the start of this academic year to improve the quality of access to learning at home for all children – Microsoft Teams.
EEF: A lack of access to technology has been a barrier for some pupils.
Parents working from home when children are trying to access remote education.

Remote Learning					
Action	Rational	Desired Outcome	Monitoring	Staff Lead	Review
<b>Microsoft Teams</b> CPD provided for staff on how to use the Microsoft Teams	To offer digital remote learning via Microsoft Teams as a learning platform with pupils from EYFN – Y6 during the summer term.	Microsoft Teams is in place for all children from Nursery to Year 6. Staff, pupils and parents are able to use it effectively by the end of September 2020	Reviewed and monitored by SLT. Feedback from Staff, parents and children.	Mr Wilson (DHT) in consultation with the SLT and RM	Monthly
<b>Microsoft Teams</b> Children are trained in its use after this initial staff training	It is important that support and training is provided to ensure that pupils can access the technology independently when isolating.	Children are able to access Remote Learning effectively All of the class access remote lessons – knowing their username, password, where to find assignments and how to upload work for feedback.	SLT feedback from staff who are delivering lessons through the MT platform	To ensure usernames and login details are active and children are assigned to teaching teams.	Monthly
<b>Microsoft Teams</b> To deliver learning effectively and safely on line with each year	To encourage children to engage in their remote learning, digitally, where possible to gain support and	Children have contact with their teachers, consolidate, and continue with new learning from across the curriculum.	Staff feedback lessons learned to SLT so that remote	Teachers, Phase leaders, AHT/DHT/HT	Weekly

group supported by a teacher from 8.30 am to 4pm each day.	feedback following the completion of assignments.	All children engaged with remote learning in line with the DFE guidelines of 3 hours for KS1 and 4 hours for KS2 Monday through to Friday.	learning can evolve effectively.		
<b>Microsoft Teams</b> Parents/carers are made aware of the platform and how it can support and develop and extend home learning.	Ensuring teachers, parents and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.	Parents are clear about their responsibilities and what school will provide.	Engagement of learning on Microsoft Teams and those pupils opting for paper packs is monitored and parents contacted where needed.	DHT, AHT, class teachers and Pastoral / SEND teams.	Weekly
Undertake a survey to determine what devices pupils have at home (not including mobile phones).	Ensure all KS2 pupils have access to technology through the loan of digital devices where they have none or limited access.	All pupils have access to technology at home.	HT in consultation with DHT & AHT monitor accessibility for vulnerable families	HT, Mrs Rouse and Mrs Royle	Ongoing
Ensure appropriate support & documentation is available for parents	Ensuring teachers, parents and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.	Parents are able to log on to Microsoft Teams easily and parents are aware of the school's expectations.		DHT in consultation with SLT and Mr Bean	½ termly

Learning Support					
Action	Rational	Desired Outcome	Monitoring	Staff Lead	Review
Support pupils through the PSHE curriculum with their return to school.  <b>Use of PiXL resources to deliver PSHE curriculum.</b> <b>£2000</b>	Ensure we are in a position to: 1. support pupils' emotional and mental health and well-being; 2. re-engage pupils with learning ;	Settle pupils` quickly into school routines and re-establish behaviours for learning.	Half-termly data collated by the pastoral team.	AHT & J Phenix	Weekly Phase Meetings.
Ensure children in Y1 to Y2 catch-up in phonics by working in small intervention groups. <b>Additional TA support required - £2400 to £8,000</b>	Extensive evidence supports the impact of high quality 1-1 and small group tuition as a Catch-up strategy.	Targeted pupils to be at, or above age related expectations by end of Summer term 2021.	Half termly data submitted to DHT through Insight.	Mrs Weedall	Half termly <b>Reviewed 28.2.2022 increase to £8,000 required</b>
Following November assessment data, identify KS2 children requiring intervention for Maths and English targeted teaching. <b>£1950 to £8,000</b>	Extensive evidence supports the impact of high quality 1-1 and small group tuition as a Catch-up strategy.	Targeted pupils to be at, or above age related expectations by end of Summer term 2021.	Half termly data submitted to DHT & AHT via Insight	DHT & AHT	Half termly <b>Reviewed 28.2.2022 increase to £8,000 required</b>
Purchase of IXL license for pupils from Y1 – Y6  <b>£3000</b>	Practise of maths and English learning objectives. Offering unlimited algorithmically generated questions; real-time analytical reports; and	Children catch up quickly on missed learning	Half termly Data submitted to DHT	Teaching staff	Half termly

	dynamic scoring to encourage progress.				
Purchase of Boosting Reading @ Primary and support materials.  <b>£1650</b>  <b>TA 25 hours per week</b> <b>£14,000</b>	Is a targeted, time-limited, one-to-one intervention, designed to be delivered over a 10-week period. Designed to improve the way children read, enabling them to be independent problem solvers who read with understanding and enjoyment.	Children will catch up as gaps in learning are very quickly identified and addressed by the classteacher.	Ongoing over a 10-week period.	AHT	Half termly