Catch-Up Premium Plan 2021-2023
The Disraeli School

Summary information					
School	The Disraeli School				
Academic Year	2021-22	**Total Catch-Up Premium** (20-21)	£52,800	**Number of pupils**	636

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

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

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

for all students. Schools should use this document to help them direct their additional funding in the most effective way.	Wider strategies ➢ Supporting parent and carers ➢ Access to technology ➢ Summer support

Identified impact of lockdown	
Maths	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'. 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.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPs 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.
Reading	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.
Non-core	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 curriculum moments.

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 ***High Quality teaching for all; effective diagnostic assessment; support remote learning; professional development***	**Chosen approach and anticipated cost**	**Impact (once reviewed)**	**Staff lead**	**Review date?**
a. <u>Continuous Professional Development</u> LSA CPD on development of emotional intelligence to enhance wellbeing through pandemic	Action research project, training on EI, use of Universe of Emotions App, developing vocabulary for emotions, training on shifting from one emotion to another. Baseline assessment at beginning and end to measure impact. *EVIDENCE/RESEARCH BASED* ***£750 training session***	Staff wellbeing enhanced and increased knowledge of EI; deeper understanding and strategies to support children in zones of regulation/SEMH across the school. See evidence document.	**JP**	**April 21**
b. <u>Overtime</u> Continuous provision of high quality remote learning and in-school provision	Staff working additional hours to support capacity for remote learning and in-school provision ***£23,000***	Engagement data. Children settled back in to school well. See evidence document.	**JP/JG/AC**	**April 21**
			Total budgeted cost	**£23,750**

ii.Targeted approaches				
Desired outcome ***Tuition; teacher assistants and targeted support; academic tutoring; SEND***	**Chosen action/approach**	**Impact (once reviewed)**	**Staff lead**	**Review date?**
a. <u>1-to-1 and small group tuition</u> Identified children will make significant progress towards achieving the expected phonics screening check standard, using the PSC as a method of assessment.	***A KS1 Intervention teacher, 1 day a week, appointed to work with individuals and small groups to catch-up missed phonics learning. Autumn second half term focus.*** ***A KS1 Intervention teacher, 1 day a week, appointed to work with individuals and small groups to catch-up missed learning.***	Chn made progress in phonics. See evidence document	**JH to oversee** **VS/AG/JGh to monitor phonics**	To be started and reviewed when school is fully open

Identified children will make significant progress in reading, writing and maths, to fill gaps lost during the lockdown.	***Spring term – phonics focus to be agreed as result of assessment*** ***£13,058***		**AR/CS to monitor English/Maths**	
b. <u>Extended school time and Intervention Teacher</u> Identified children are able to access a weekly catch-up club (1 hrs per night). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process. Identified children will make significant progress in reading, writing and maths, to fill gaps lost during the lockdown.	***Y6 additional R,M intervention lessons with targeted children to catch-up missed learning from key objectives in core subjects. Run by Y6 teachers and SLT.*** ***£5,640*** ***Y3 Intervention Groups run by trained LSA 2 x a week after school.*** ***£308.00*** ***Intervention Teacher 4 days/week. 4 terms. Term 1 (Summer) Y5/6*** ***£43,431*** ***Reading Catch-up intervention Y3 run by trained LSA 3x a week after school*** ***£653.40***	Progress made in all subjects Greater number of children achieving ARE than would have See evidence sheet. Luke Maria data Lack of available staff meant this did not happen as planned.	**LC to monitor progress**	To be started and reviewed when school is fully open and guidance allows for additional groups after school hours
c. <u>Year 1 Transition Provision</u> 26% Year 1 Autumn term at age related expectations – impact of lockdown 2020 significant on this cohort. Year 1 curriculum and environment to be enhanced to include more EYFS provision and resources to enable children to meet EYFS goals and work towards Year 1 objectives.	***Resources purchased to enhance Y1 provision*** ***£1000***	Year 1 data – building towards changes in 2021-22???? Data??? What can I put in here to show impact of the £1000 – quote from Sophie?	**SMac/JH**	**April 21**
d. <u>Reading scheme enhanced for FS2/KS1</u> More children at a much lower level on entry to FS2 and Year 1 than previously.	***New books in line with phonics Letters and Sounds to be purchased*** ***£4000***	New books purchased - stock for Year 2, used for Year 1 last year and FS2.	**JG/CS/VS**	**April 21**
			Total budgeted cost	**£68,090.40**

iii. Wider Strategies				
Desired outcome **SEMH needs; Communicating with and supporting parents;**	**Chosen action/approach**	**Impact (once reviewed)**	**Staff lead**	**Review date?**
a. <u>Supporting Home Learning</u> KS2 Guided reading books to be purchased so each child can have their own copy to read at home and complete tasks set online.	***Year 6 – Sky Song*** ***Year 5 – War Horse, The Butterfly Lion, Stuck*** ***Year 4 –Mr Nobody's Eyes*** ***Year 3 – The Firemaker's Daughter*** ***£2218***	Questionnaire feedback? Reading data. Engagement? Quotes from call logs? Return to school questionnaire/s.	JP	**April 21**
b. Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	***Weekly home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.*** ***£8076*** ***Donations for pencil cases –Trinity Church*** ***£125***	Parent quotes FGB report Engagement data	AC/Office	
c. Additional DSLs in role to support children identified as vulnerable and to increase capacity across safeguarding team	***1 DSL training – full training to be Assistant DSL*** ***1 DSL training – training for enhanced CPD for Medical Lead (not an ADSL)*** ***£256*** ***£256***	2 new DSLs in place	PO	**April 21**
d. <u>Access to technology</u> Bandwidth at the Disraeli School is very weak – no more than 3 laptops can video call at once and the curriculum was severely disrupted in Autumn term due to lack of bandwidth. This limits staff ability to undertake CPD from school, to share online video resources, to	***Schools Broadband – new leaseline to be installed £4545 a year*** ***£9090*** ***Ipad covers for DfE devices to be kept in good condition at home***	Bandwidth now increased on site, new infrastructure in place.	AC DM	**April 21**

deliver assessments and to provide some things remotely for school partial closures.	***£70*** ***Laptop cases for existing red trolley laptops that are now being loaned to families*** ***£226*** ***Upgrade of red trolley (16 laptops) to Windows 10 to be suitable for children's home use – from school budget as per IT plan*** ***£560*** ***Screen-castify license to enable staff to record videos for remote learning*** ***£23*** ***Catch-up:£19,959*** ***School budget:£816*** ***Donation: £125***	Cases and covers purchased and loaned to families Laptops upgraded and loaned to families Staff confident with Screen Castify		

Total budgeted cost	**£20,900**

Total cost of Covid Catch-Up plan	**£112,740.40**
Catch Up Funding rec'd 20/21	**£52,800**
Cost paid through charitable donations	**£125**
Cost paid through school budget	**£816**
Cost not accounted for	**£58,999.40**

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Use of Funds as of September 2021	EEF Recommendations
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	➢ Supporting parent and carers ➢ Access to technology ➢ Summer support

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Continuous Professional Development Staff CPD to start Summer 2021 on Inclusive Practise, focusing on trauma, attachment, metacognition and neuroscience for teachers.	***Inclusion consultant to lead series of research-based sessions on inclusion, focusing on:*** ***-Growth Mindset and Emotions*** ***-Executive Functioning Skills*** ***-Cognitive Load Theory and Working Memory (with staff CPD task incld. book task)*** -			
			Total budgeted cost	**£23,750**

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Extended school time Identified children are able to access a weekly catch-up club (1 hrs per night). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process				
			Total budgeted cost	

iv. Wider Strategies				
Desired outcome **SEMH needs; Communicating with and supporting parents;**	**Chosen action/approach**	**Impact (once reviewed)**	**Staff lead**	**Review date?**
			Total budgeted cost	
			Cost paid through Covid Catch-Up	
			Cost paid through charitable donations	

Cost paid through school budget	
Cost not accounted for	