



Catch-Up Premium Plan Upperwood Academy

Summary information					
School	Upperwood Academy				
Academic Year	2020-21	Total Catch-Up Premium	£25,280	Number of pupils	316

Guidance

Children and young people across the country have experienced unprecedented disruption to their education as a result of 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 6.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by COVID-19, the grant will only be available for the 2020 to 2021 academic year.

Use of Funds	EEF Recommendations
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has identified evidence-based approaches to catch up for all students.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown

1. Maths	<p>Specific curriculum content has been missed, leading to gaps in learning. Recall of basic skills has suffered; many children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p> <p>Children at Upperwood still have an appetite for maths and lockdown has not affected their attitudes however many are 'behind' as they have missed elements of the previous year's curriculum. Lack of coverage impacts children's ability to progress in recent assessments. Following initial assessments, a percentage of pupils have regressed in Mathematics, many of these disadvantaged pupils. The large majority have stalled at the previous level attained in the Spring term.</p>
2. Writing/ SPaG	<p>Children haven't necessarily missed 'units' of Writing learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar and punctuation specific knowledge has suffered, leading to a lack of fluency in writing. The large majority of pupils evidently didn't write at length and thus much have had to work additionally hard on writing stamina due to the lack of fluency in their ability to write.</p> <p>The gaps in the punctuation and grammar curriculum are notable. The lack of curriculum coverage, as with the Mathematics curriculum, has impeded pupils' ability to progress in recent assessments. Throughout Key Stage Two, children's spelling is not something that has generally regressed. However, in Key Stage One, particularly in Year 1, standards are noticeably lower than expected in letter formation, spelling and making grapheme phoneme correspondences.</p>
3. 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. The bottom 20% of readers have been disproportionately affected; low attaining children are generally less fluent and confident in their reading than previously. The gap between those children that read widely and those children who don't is now increasingly wide. Initial phonics assessments for Reception and Year 1 children identify lower levels of attainment than typical, particularly for the most vulnerable. Initial reading comprehension assessments do not demonstrate regression in the same way that Mathematics and SPaG.</p>
4. 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.</p>

Future barriers

5. Access to technology for home learning	<p>While attendance in school remains above 97% we want to ensure that during any necessary absence due to Covid 19, pupils are able to access quality daily learning from home. During the Catch up extended school provision, children can access additional online platforms so they can rotate through discrete teaching lessons, developing reading fluency and comprehension and independent online activities. In order for pupils to be able to access these platforms, they will need access to the internet and a suitable tablet from home in the event of future isolation/quarantine/bubble closures.</p>
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Planned expenditure

i. Quality of teaching for all

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>Despite the limitations placed on schools in terms of the restrictions in movement of staffing between bubbles, we plan with careful consideration how pre-requisite knowledge in early reading and phonics will be taught as swiftly and effectively as possible. We do this by grouping Reception and Year 1/2 children homogenously in small groups with an effective early reading teacher.</p>	<p><i>Costings of two additional members of support staff to support the delivery of early reading and phonics. (One until Dec 2020 and one until March 2021)</i></p> <p>(£3,410 + £2,487)</p>		KC/CF/EG	Feb 21
			Total budgeted cost	£5,897

ii. Targeted support				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 tuition</u> Identified children will have significantly increased access to a teacher on a one to one basis addressing the gaps in learning identified through assessments and information from class teachers.	<i>Four Catch up tutors will be appointed to deliver one to one tuition. Each tutor to only work within one bubble of pupils. Tutors appointed for 3 hours per day to work with identified pupils including preparation and planning time.</i> <i>(£17,894)</i> <i>Purchase additional manipulatives and resources for tutors.</i> <i>(£200)</i>		AC/AB KW/KD/RD /CF	Feb 21
<u>Intervention</u> Appropriate reading interventions supports those identified children in developing reading fluency, reading accuracy and reading comprehension.	<i>Interventions and pupils are identified based upon interventions and information from class teachers. Staff within bubbles are trained in using the YARC assessment tool for entry and exit data.</i> <i>(£staff time)</i>		AC/All support staff	July 21
			Total budgeted cost	£18,094

iii. Other approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.	<i>An enhanced version of our online learning platform (Seesaw) will be purchased, to support children accessing the curriculum at home. Likewise, Spelling Shed, IXL and TT Rockstars will continue to be purchased so that children can practise spellings and Mathematics at home.</i> <i>(Seesaw) £1400</i>		AC	Feb 21
<u>Access to technology</u> During the catch-up extended school provision, children to have access to an iPad/suitable device at home so that they can rotate through discrete teaching lessons, reading fluency and comprehension and independent online activities. Children at home have access to 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.	<i>Arrangements with parents to be made for the small number of pupils unable to access Seesaw on a tablet at home. School will load out iPads for the duration of isolation or bubble closures.</i> <i>In the event of a family without internet access or unable to access Seesaw for another reason, arrangements are to be made to collect or deliver paper based learning.</i> <i>£staffing costs</i>		AC/AM	Feb 21
			Total budgeted cost	£ 1,400
			TOTAL	£25,391
			Cost paid through Covid Catch-Up	£25,280
			Remaining Cost paid through school budget	£111