

Catch-Up Premium Plan

Parkfields School



Summary information

School	Parkfields School				
Academic Year	2020-21	Total Catch-Up Premium	£37,360	Number of pupils (Year 5-8) / PP eligible 14%	468 / 50

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 (*this is up for debate and may change*). 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 for all students. Schools should use this document to help them direct their additional funding in the most effective way.

Parkfields has a specific document addressing the EEF guide with thoughts and a rationale on our plan.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great high quality teaching for all
- Effective diagnostic pupil assessment and feedback
- Transition support
- Supporting remote learning
- Focusing on professional development

Targeted approaches

- High quality one to one and small group tuition
- teaching Assistants and targeted support
- Intervention programmes including Academic Tutoring
- Extended school time
- Planning for pupils with SEND

Wider strategies

- Communicating with and supporting parents and carers
- Planning carefully for Social and Emotional Learning

	• Supporting pupils' social, emotional and behavioural needs • Access to technology • Summer support
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Issues identified from September 2020 as barriers to learning (eg curriculum gaps / literacy / attendance / wellbeing)

B1: Literacy skills (reading ages are below / at / above (delete as appropriate) national average in all year groups)

NB tutor group reading on selected books is planned as part of the SDP for 2021/22

B2: Gaps in curriculum as identified by each Subject Leader

B3: Readyng the school for further home learning needs (E.g. a further lockdown)

B4: Ensuring all pupils can access online learning at home

B5: Gaps in knowledge that have appeared between March and July 2020 (as identified through assessment in Term 1)

B6: Ensuring our SEND pupils are making social, emotional and academic progress following the lockdown period

B7: Understanding T&L strategies within the 'new normal' way of teaching

B8: Gaps in 'careers and further education' advice and guidance

B9: Understanding the ability of our new Year 5 intake without Year 4 exit data and, to a lesser extent, our Year 7 without SATS scores

B10: Maintaining a high attendance % for all pupils is a priority

B11: Wellbeing: Pupils adjusting to the new school routines and structures

B12: Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period

B13: Ensuring parental engagement levels are maintained during the 'virtual meeting' era

B14: The new plans for the school day create a number of logistical difficulties which could hamper high quality teaching and learning if we are not careful

Teaching and Whole School Strategies

Year Group	Actions	Intended impact	Cost
5 6 7 8	B9: GL Progress Tests (Maths/English/ Science)	Identify the ability of all children so as they can be set in CORE subjects in late September/October 2020	£7500.00

5 6	B9: CAT testing	Identify the ability of all children so we understand their abilities. Planned for Autumn 2	included in GL above
5	B9: The 'no more marking' assessments to be completed by all Year 5 pupils in English	These will provide another opportunity to identify the ability of our new Year 5 cohort with regards to literacy. This will inform the creation of sets in English in October 2020	£160.00
5 6 7 8	B1: GL NGRT tests for children in all years	These tests will enable us to track reading ages and highlight the positive impact our literacy strategy is having	included in GL above
5 6 7 8	B1: Purchase additional tutor reading book sets to broaden the menu of books available	The book sets purchased will include BAME authors to ensure a diverse menu for tutor reading. Pupils are exposed to a greater number of words and challenging texts. Children are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum. <i>2021/22 The teacher ensures correct pronunciation and leads on the 30 minute daily reading programme.</i>	£2,000
5 6 7 8	B5: No students to miss learning time; 'Protect every lesson like it was their last' to avoid any further gaps in knowledge.	There is no substitute for being in front of the teacher as school closure has so clearly demonstrated.	£0
5 6 7 8	B5: Period 6 intervention to be bespoke and open to all where there is a need. Ensure that P6 intervention is at least as effective as pupils' classroom teaching	Period 6 intervention should plug gaps in subject knowledge and prepare students for their examinations	£TBC
5 6 7 8	B4: Ensure all children in all years have a computer and access to the internet at home	This will allow pupils to access all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events	£TBC depending on numbers required
5 6 7 8	B2: Purchase 20 more desktop computers to create a second complete computer room within NetPark / Cyberzone?? Staff the provision MDSA	This will mean more pupils have access to computers during their lessons; particularly supports subjects where computers are necessary and lunchtime provision.	£TBC PCs £TBC staffing
5 6 7 8	B5: Purchase revision guides for all students in all subjects to ensure independent work can be completed at home	We will track home learning engagement stats to highlight the successful use of revision guides at home Improved attainment and progress scores between PTE/PTM in autumn and end of year	£1,000

5 6 7 8	B5: Purchase licences for online home learning tools - Maths Watch, SATs companion, Kerboodle etc Consider Spelling Shed, TT Rockstars	We will track home learning engagement stats to highlight the successful use of online learning support at home. Improved attainment and progress scores between PTE/PTM in autumn and end of year	MathsWatch £TBC SATs companion £3888 (2 years) Kerboodle £TBC Spelling Shed £100.00
5 6 7 8	B14: Purchase additional equipment e.g. classroom visualisers, wide angle webcams, stylus and graphics pad, extra screens for classrooms and colleagues at home to support the fact staff can no longer walk the classroom freely (and for remote lessons when staff are self isolating).	These will support high quality T&L as they will enable staff to model from the front (staff cannot freely move around the classroom)	£1,000
5 6 7 8	B14: Purchase mini whiteboards and pens for all pupils in Years 5 - 8	This action will enable staff to gauge the understanding of all students in the classroom, without having to walk around the classroom	£400.00
5 6 7 8	B7: Focus on Rosenshine strategies leading to all pupils knowing more and remembering more of the common curriculum being taught	Evidence-based strategies are supporting pupils' learning potential in knowing more and remembering more.	£300 books and workbooks
5 6 7 8	B5: Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner.	Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing and RAG rating each curriculum subject area will help leaders target specific subject domain knowledge students are not yet secure in. A cycle of plan – do – review will also support leaders' understanding of effective catch up in the classroom	£0
Total Cost Allocated from Catch Up Premium			£16,348 plus TBCs

Year Group	Actions	Intended impact	Cost
5 6 7 8	B6: Small group tuition for children who require support in numeracy and literacy; LSAs / CSs / SLT / ABoT to lead on the delivery	The pupils who benefit from this small group work will make rapid progress in literacy and numeracy as seen in the January NGRT and NGST tests as well as PTE and PTM	£TBC
5 6 7 8	B6: Direct leadership time from the SENDCO & DHT to coordinate the intervention program for children who require catch up	The pupils who benefit from this small group work will make rapid progress in literacy and numeracy as seen in the January NGRT and NGST tests as well as PTE and PTM	£TBC
5 6 7 8	B6: An annual budget for the Hub used in the past on things such as software to improve reading ages	The pupils who benefit from this small group work will make rapid progress in literacy and numeracy as seen in the January NGRT and NGST tests as well as PTE and PTM	£TBC
5 6 7 8	B1: Additional release time and training to support the delivery of the reading fluency project. A Reading Fluency Champion will be appointed to lead the project (level 2)	Identified children will have significantly increased rates of reading fluency and prosody. 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.	£TBC
TBC	B2: Extended school time	Identified children are able to access a weekly catch-up club (1hr per night). The attainment of those identified children improves and the effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.	£TBC
TBC	B2: Easter School and Summer School	Identified children are invited to attend specific days/weeks across Easter and Summer holidays. Focus on core subjects with an enrichment visit at the end of the week.	£TBC
	B5 B6: Access the National Tutoring Program to ensure additional targeted support is put in place for all pupils	The pupils who benefit from the NTP will have their progress tracked at key assessment points	Will come from a different pot
Total Cost Allocated from Catch Up Premium			£TBC

Wider Strategies

Year Group	Actions	Intended impact	Cost
5 6 7 8	B10: Incentivise improvements in attendance for pupils and parents. <i>This can include shopping vouchers for meals and financial support for uniform</i>	This will encourage pupils to attend and parent cooperation with attendance and could lead to an improvement in attendance figures.	£TBC
5 6 7 8	B11: Pay for TBC hours of counselling time PoetsIn / Golf Therapy	Having additional counsellors or the provision will allow for more children to have access to specialist advice and guidance over their worries centred around post lock down routines and anxieties. This will have an overall impact on well-being which will lead to a more positive outlook in lessons and around school.	£TBC PoetsIn funded by LA Golf Therapy
5 6 7 8	B3: Ensure that the home learning offer is updated and made available to all parents in the event of a pupil absence for self isolation and/or local lockdown	The process of accessing online learning resources is easy to do and is bespoke for each subject in all years. The use of Oak Academy, MathsWatch and Google Classroom is key here	Costs noted above
5 6 7 8	B13: A new system in place for parents evenings in 2020/21 to ensure regular dialect between home and school regarding academic performance	To maintain communication between the school and the parents regarding academic performance	£50.00 cost of online app upgrade
5 6 7 8	B13: Potential upgrade to the Teachers2Parents App as well as social media management software eg Hootsuite	To maintain communication between the school and the parents regarding academic performance as well as the life of the school	£TBC
TBC	B11: Attitudinal survey to look at pupil attitudes to school to enable early intervention (PASS)	To identify children who would benefit from a re engagement programme for their learning	Costs noted above
TBC	B12: Art therapy to provide outlet for students who find verbalising ideas difficult	To provide children who struggle with engaging with counselling an outlet	£TBC
5 6 7 8	B11: Children who are joining school from different settings or who are beginning their schooling with Parkfields have an opportunity to become familiar and confident with the setting before they arrive.	Videos of Parkfields School are arranged and shared with all new-starters. Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining PMS.	£600 plus staff time
5 6 7 8	B12: Ongoing social, emotional and mental health concerns.	Sessions of Lego Build are held to enable identified children to talk through this medium.	£650.00
5 6 7 8	B12: Various organisations beyond the school ceasing their provision of sport and physical activity.	Sessions of Dance Fitness to enable these opportunities to continue in school so that children improve their mental and physical wellbeing.	£3,360

Allocated from Catch Up Premium	Total Cost £650.00 plus TBCs
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Summary Catch Up Premium allocation	
Strategy	Cost
Teaching and whole school	£16,348 plus TBCs
Targeted	£TBC
Wider	£650.00 plus TBCs
Total	£16,998
Allocation	£37,360

Summary report

	Barrier to Learning	Action	Outcome / Impact	Cost
B1	Literacy Gaps	NGRT / NGST / Dyslexia Screening	- Used to identify where pupils were in reading, spelling and regarding dyslexia. - Information shared with English staff to inform current standards and reports identifying gaps. - The English Subject Leader identified those who need to be developed, supported, boosted. - Gaps identified and this informed the planning in lessons, especially of English. - SEND department used the 'dyslexia' assessment to screen and identify needs and then shared the information with the parents, children and staff as a way to support the children and improve their outcomes. - Accurate information about the children allowing the staff to give a clear picture to the children and the parents. - Support put into place where necessary.	Subscription to GL: £7500 Time for setting up sittings, administration of tests and creation of reports: £500 Time for staff to interrogate the data: £500
		Sets of Reading Books	- Purchased and accessed by staff. - Rolled out to Key Stage 3 in PDT. - KS2 reading in lessons (English). - Storage for books: enable ease of access and accessibility in lessons.	£2000

		Reading Fluency	• Training given to all staff by consultant • Implemented in lessons for all children. • Implemented in intervention sessions for identified children. • Session with parents where key strategies were used and then resources sent out and put on the website for them to access and use with their children. • Reading is seen as part of the whole curriculum and the responsibility of all. • Clear ideas on how support can be given across the curriculum and how developing the skill in all areas enables the children to become more fluent and effective readers.	Consultant: £200 Time for training Session time: £100
		PTE	• GL progress tests enabled us to see where the children were and question level analysis showed where the gaps were. • Question Level Analysis enabled staff to identify needs. • Based on need, teachers were able to adapt teaching and develop resources that supported the children more closely in their next steps. • Information communicated to parents and children so they were aware of the strengths, needs and next steps for development. • This has an ongoing legacy as we look to future years and consider progress over time and how we use interventions for future support.	Time for setting up sittings and administration of tests: £200 Time for staff to interrogate the data: £200
B2	Curriculum Gaps	Desktop Computers	• Extra computers were purchased and installed and enabled staff to use GL assessments and curriculum programs to identify gaps. • Desktop computers also supported the school in delivering the online curriculum for vulnerable and key-worker children in school, whilst we were in 'lockdown'	£
		Extended School Time	• Catch-up and homework support happened in year groups at lunchtimes (Year 5) • Unable to do after school - due to wanting to minimise mixing between pods and groups. • This is an area we would like to reinstate in future plans for supporting the children who have identified needs.	
		Easter School / Summer School	• Easter 2021 did not happen due to COVID restrictions • Summer School - see separate evaluation. • Paid for PP children to attend Theatre and Drama Summer School and this boosted their confidence as they asked to perform in front of the school at Arts' Festival.	Cost was from Summer School money - see separate breakdown. £500
B3	Home Learning Needs	Home Learning Offer - Google Classroom	• Fully implemented and this facilitated a full and consistent timetable (entire curriculum) when children were not in school. • Attendance registers in use and absences followed up. • Pupils were able to receive guided teaching and input from specialists across the curriculum throughout the time of on-line	£ Training Time: £500

			- learning. - Use of the 'breakout groups' supported the children's ability to socialise and collaborate developing their understanding of the key learning. - Use of 'chat' facility to support the children in asking questions and allowing the teacher to elicit answers from all children, not only those who were happy to be in camera and/or speak. - Use of assignments to enable pupils to work independently whilst also allowing the teacher to 'access' what they were doing and give them individual 'live' feedback as they were working through the task. - Use of assignments and rubric to allow for feedback from completed tasks, even though working remotely. - Greater engagement and access to teacher expertise and conversation with children during each lesson. - Awareness from the teacher as to what was learnt and understood to inform planning for next lesson, to ensure that the learning was matching the needs of the learners.	
B4	Online Learning Access	Computers and Devices	Devices - chromebooks to support Google Classroom offer (some purchased and some through government scheme) which meant all children had access to the lessons and home learning.	£
		Internet Access	- Dongles distributed to allow all pupils to access the internet for 'Google Classroom'. - Registers maintained and non-attendance followed up.	Dongles provided by the government scheme.
B5	Knowledge Gaps	No pupils missing learning time	- Attendance at all lessons for all and programmes of study identifying key needs. - Assessment for Learning used to ensure recall and understanding of key knowledge and skills identified by subject leaders.	Administration and leadership time following up attendance: £1000
		P6 Intervention	Not implemented due to lack of capacity.	
		Revision Guides	- Purchased English, Maths and Science revisions guides - Distributed to all children across the school - Referred to and used by teachers for homework and to reinforce learning. - Used and referred to in the following year. - Parents and pupils were aware of the standards and how they could support their children if there were identified needs or gaps in their knowledge.	£1500
		Licences for on-line learning	- Purchased and implemented. - French Kerboodle (for Allez) was used for pupils to access listening material and to enable them to develop and submit speaking work. There were also interactive activities set and used in teaching	£2500 (Kerboodle) £3888 (SATs Companion)

			sequences to make sure that the pupils were enabled to learn and test themselves effectively. - Science Kerboodle (for Activate) was used to support teachers in presenting information and providing high-quality resources that could be used and accessed by the pupils at home. Key knowledge and revision activities set through this platform. - Geography Kerboodle was used to support staff in setting and developing helpful resources and activities. - SATS Companion used to support teaching & learning as well as assessment in Maths and English - MathsWatch used in Maths	
		Monitoring effectiveness of strategies in each subject.	- RAG rating and awareness of key gaps in each of the subjects identified in Subject SEFs. - Subject Leader reviews were used to support the SLs in understanding and developing this knowledge.	Time and training £1000
B6	SEND Pupils	Small group tuition (AB/SJ)	- English focus: S Jarvis - Maths focus: A Botfield - Children achieved learning goals and improved scores in assessments related to the tuition / intervention.	£5000
		SENDCo/DHT - intervention programme	- Implemented - see timetables / lists of children - Children developing knowledge and skills in key areas of identified need.	£1000
B7	Teaching and Learning Strategies	Rosenshine	- CPD put in place and time given for understanding the principles. - Sequencing of material, questioning, retrieval and stages of practice used to secure the key information identified as key learning. - This was used to ensure firm foundations and to make sure that the learning for all pupils was embedded and developed as we come out of COVID and continue to identify the key needs of the learners as they progress over the next few years.	£500
B8	Careers and Education Guidance	Careers Pilot online programme	Implemented in Year 8 scheme of work and completed during lockdown.	£100
B9	Understanding Ability	GL Progress Tests / CATs	- Tests completed at the start of the year and used to identify needs / gaps - Tests completed at the end of year and progress identified. - Outcomes communicated with parents at consultation evenings and in end of year reports. - Teachers able to see what the pupils were able to do and where they needed support	Cost already noted
		No More Marking	Writing ages and grading of WTS/EXS/GDS allowed staff to see what the strengths and needs were, who needed support, what the support was and how they would support	£200

		Subject Leader Support	Subject leaders given training and discussed how they would identify gaps in pupil knowledge and how they would	Cost already noted in B5
B10	Attendance	Incentives - Noted each week on the website (KS2/KS3) - Noted class winners in assembly each week - Noted in HOY newsletters and on digital signage 100% incentive - non-uniform for class - Attendance celebrated on the noticeboard - Individual certificates for 100%	- Parkfields attendance was consistently above the national figures for all pupils and groups throughout the pandemic (source - Government attendance bulletin / DfE figures) - PATAs introduced at HOY and FT level - Pupil voice - School council and pupil survey used to question the use of prizes as incentives.	CN time LM time JH time
B11	Wellbeing: Routines and Structures	PoetsIn / Golf Therapy / Marvel	- Cohort 1 for all initiatives completed. - Golf Therapy had a presentation including parents and governor. - Feedback from the children was overwhelmingly positive. - Cohort 2 to continue in the next academic year. - Case Study: Pathway into golf.	£2200
		PASS and re-engagement programme	- Implemented as part of the GL suite - Outcomes analysed. - Programmes of mentoring and support put in place as a result.	Cost of teacher / mentor: £500
		Transition (all years)	- Use of professional video and release time for FTs (plus the Summer School) meant that the new starters had a smooth transition and start to life at Parkfields. - Induction time and resources in place for the start of the year as we returned to school (in PODS). - Small-group 'in-school' visits for Y4 children to come and meet their form teacher and this included sample lessons - this led to teachers getting to know the children and the children having some experience of the school.	£800
B12	Wellbeing: Anxiety and Safeguarding	Art Therapy	- Children identified via Designated Teacher for LAC/Virtual Schools, HOYs and SEND department. - Sessions provided by TAs following training. - Children had space to download and the opportunity to show their emotions and express themselves.	Training £200 Sessions: £200
		Lego Therapy	- Key children identified and attended the sessions run by TAs - Positive engagement from Y7 group: Wed L5 and more children wanting to participate in this intervention.	£200

		Dance Fitness	• Four classes after school - one for each year group. • PP and vulnerable children were encouraged to go and this had a positive impact on their Mental Health and Wellbeing. • Groups performed at Sports' Day in July and at Arts' Festival in September.	£500
B13	Parental Engagement	Parent Consultations on-line	• All parents able to have consultation with form teacher once a year • All parents in every year group are able to attend subject consultation - video link. • 60% - 80% attendance depending on the year group and good opportunity to identify needs and further follow-up where necessary or appropriate. •	£50 for the upgrade for video call.
		Google Classroom	• Parents were able to see what the children were doing in lessons and as homework tasks.	No further cost.
B14	Logistical Challenges	Whiteboards and stationery	• To ensure COVID secure environments equipment for all pupils was purchased and this meant everyone could access the learning in the classrooms.	£
		Visualisers, stylus, extra screens	• Visualisers enabled live examples and modelling to help those learning at home to see 'live' work rather than either listening to the teacher's voice or seeing a perfect example from a diagram or photo. • Staff utilised stylus' at home to facilitate the teaching of various subjects, but mainly maths • Extra screens were a gamechanger for colleagues as they juggled online learning - ensuring they could maintain visual on the 'class' whilst also presenting and teaching to their best.	£

What is the overall impact of spending?

Whilst it is challenging to be 100% sure that a particular strategy had a specific impact, we are confident that the various strategies listed above did have an impact upon the children at Parkfields. Certainly, without the additional funding, the children would be further behind than they are now - not only in their academic development, but equally as importantly, in their physical, social and emotional development.

How will changes be communicated to parents and stakeholders?

Throughout the pandemic, as a school, we communicated to parents and stakeholders when we had 'something to say'. We felt that with the amount of importation daily (and hourly at times) from the media, that we would keep our communications succinct and factual. Whenever there was communication, it was shared via online briefing and email (staff) form tutors messages and digital signage (pupils), reports and emails (Governors) and via emailed letters, social media and newsletters (parents).

Final comments

'Catch Up' is an interesting term - it suggests falling behind in some way. The children did miss out on formal schooling - some much more than others, however that could be said of schooling under non-pandemic conditions. The fact that extra funding was made available to support these children suggests that there is an ongoing need to supplement the funding in schools. We are genuinely grateful that extra funding was facilitated in this year, however the impacts of the pandemic academically will be ongoing until these cohorts of children exit the education system and therefore it would be helpful for this to continue so that proper mechanisms can be fully implemented and embedded within settings with the confidence that they can be funded in the future so that impact can be more secure and lasting.

Final spend: £32538 (+computers and chromebooks)