



Catch-Up Premium Plan

Portland Spencer Academy

Summary information

School	Portland Spencer Academy				
Academic Year	2020-21	Total Catch-Up Premium	£ 24,940	Number of pupils	373

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 for all students. Schools should use this document to help them direct their additional funding in the most effective way.

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

Wider strategies

- Supporting parent and carers

- Access to technology
- Summer support

Identified impact of lockdown

Holistic	Children have had reduced time for social interaction and physical activity. Children have used less language, especially in the Early Years. Core strength has been reduced and this makes sitting tall for extended periods of time challenging which impacts upon levels of engagement.
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. As we follow Power Maths, it is easy to identify the missed learning from the previous year. This has been addressed by adding in recap lessons which allows the teacher to cover missed key objectives, in order for the children to progress through the new content. 'Catch up' interventions are taking place for some individuals who require additional support on these objectives. 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, such as fluent in five.
Writing	Children 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 exceptionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Handwriting was really affected during lockdown. However, this has seen some improvement over Autumn term. . Specific grammar concepts are being taught in order to address the gaps from previous year groups.
Reading	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. Children were read stories remotely, and had their class texts from the year at home to enjoy. The gap between those children that read widely and those that don't has increased. Star Reader has been used to identify gaps on a cohort, class and individual basis. Strategies to improve whole class reading and appropriate interventions will be put into place and reviewed to meet their individual needs.
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. During lockdown, our create Curriculum was redesigned and restructured, taking into account what the children will have missed. Gaps in previous knowledge and understanding are carefully planned for in order to scaffold the learning within the wider curriculum. Confidence in learning and stamina to learn has been negatively impacted due to the pressures of lockdown. Social-emotional learning will need to be put in place to help children gain a better understanding of their emotions and learn the social skills necessary to build appropriate relationships.

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	Possible and suggested approach	Cost	Impact	Staff lead	Review date?	
<p><u>Supporting great teaching:</u></p> <p>All subjects will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p><i>Additional time and CPD for teachers to research and plan all subjects. Release time and additional cover will be required to facilitate the additional PPA. (Whole day planning days)</i></p>	<p><i>In house cover £110.24 per year group using current cover model x7 £1,542.76 per half term.</i></p>	<p>Curriculum leaders completed deep dives and created purposeful next steps</p>	MH	July 2021	
	<p><i>Staff meeting time dedicated to this area means Phase leaders and subject leaders are not available to be able to support development and complete their own teaching responsibilities.</i></p>					
	<p><i>Phase leaders are released twice a half term to monitor and provide support for teachers to plan effectively.</i></p>	<p><i>Leadership cover - in house £84 per session. £1,344 per half term</i></p>	<p>Joint planning opportunities</p>	LO	July 2021	
			S			
<p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports all learners.</p>	<p><i>Purchase additional manipulatives for across school to support home learning and embed CPA pedagogy to support all learners (but particularly, SEND, LPA and Disadvantaged).</i></p>	<p><i>£500 approximately - local level procurement in school to secure best value</i></p>	<p>More accessible starting points for maths, particularly in KS2.</p>	RS	July 2021	
<p>Teachers and Teaching Assistants remain a consistent high quality resource to support teaching and learning, with all staff receiving personalised CPD.</p>	<p><i>WALK THRU CPD delivered to include:</i></p> <ul style="list-style-type: none"> - <i>worked examples</i> - <i>demonstration reading</i> - <i>feedback to feed forward</i> 	<p><i>No additional cost as considered a priority focus for CPD, which is already budgeted for.</i></p>	<p>Consistent approach for reading and worked examples.</p>	LO	July 2021	

<p>Children will have significantly increased rates of reading fluency and prosody. Children will engage in performance poetry to improve reading and articulation skills.</p> <p>Children are supported with their behaviour for learning, which ensures that all learners have access to quality first teaching without distraction.</p> <p>Children will need support with social and emotional wellbeing and require interaction support to build positive relationships.</p> <p>SEL is embedded within school routines including regular emotions check-ins and time for calming activities. SEL core competencies are regularly and explicitly taught by all teachers throughout the curriculum.</p>	<p><i>Performance poetry for year 5 children - series of workshops</i></p> <p><i>Behaviour Mentor to support children who struggle to regulate their emotions and display negative behaviours in the classroom (amendment to radio response role)</i></p> <p><i>10 sessions of ELSA will be offered by 3 members of ELSA trained staff.</i></p> <p><i>SEL CPD – delivered by ELE</i></p> <p><i>Wellbeing compass to used to allow students to self assess their wellbeing and allow staff to plan support accordingly</i></p>	<p><i>David Gee poetry - £3000</i></p> <p><i>£9,538 - level 2 TA</i></p> <p><i>£12.67 per hour x30 = £380.10</i></p> <p><i>No cost as internally provided.</i></p> <p><i>£750 + vat</i></p>	<p>Drama and poetry sessions engaged reluctant readers.</p> <p>Lessen the number of children become extremely heightened. Number of exclusions reduced.</p> <p>Teachers plan to address areas for development depending on their wellbeing compass data.</p>	<p>LM</p>	<p>July 2021</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers use formative assessment effectively in order to inform the next steps in learning for all children. They adapt and scaffold learning to ensure that gaps are filled and learning has strong foundations.</p> <p>Deliberate questioning is specific to year group curriculum objectives and supports teacher subject knowledge for assessment</p>	<p><i>WALKTHRU CPD delivered around the use of questioning to check for understanding. Inset CPD to be delivered regarding scaffolding learning and connecting back in core subjects.</i></p> <p><i>Purchase of Learning By Questions which uses pre-made scaffolded question sets to cover curriculum objectives.</i></p>	<p><i>No additional cost as considered a priority focus for CPD, which is already budgeted for.</i></p> <p><i>£218 x 8 £1,744</i></p>	<p>Scaffolding in books is progressive and enables learners to work towards age -related expectations quicker</p> <p>Rolling out in Autumn 2021</p>	<p>LO</p> <p>MH</p>	<p>July 2021</p> <p>July 2021</p>

<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Portland Spencer have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>A virtual tour of Portland Spencer Academy including an introduction to key staff members through video clips is arranged and shared with all new-starters on the website and on Twitter, alongside a comprehensive transition booklet.</i></p>	<p><i>Approx £1500</i></p>	<p>New starters settle quickly to Portland.</p>	<p>KG</p>	<p>July 2021</p>
<p>Total budgeted cost</p>					<p>£20,115</p>

<p>ii. Targeted approaches</p>					
<p>Desired outcome</p>	<p>Possible and suggested approach</p>	<p>Cost</p>	<p>Impact (once reviewed)</p>	<p>Staff lead</p>	<p>Review date?</p>
<p><u>1-to-1 and small group tuition</u></p> <p>Children who have dropped significantly in specific areas will be closed through the use of targeted support from key adults and experienced teaching staff.</p>	<p><i>TAs within year groups will have allocated time to close specific learning gaps.</i></p> <p><i>CPD time to support the delivery of the reading.</i></p> <p><i>SLE / ELE to work with PP groups in specific year groups - Y1/Y2/Y4/Y5 addressing basic skills, including oracy and self-esteem</i></p>	<p>No additional costing as a focus on the use of existing resources.</p> <p>No additional cost as considered a priority focus for CPD, which is already budgeted for.</p> <p>£285.94 per day x 12 = £3431</p>	<p>Opportunities for pre-post teaching have increased, leading to better learning outcomes.</p> <p>Oracy opportunities increased though self-esteem groups.</p>	<p>DM</p>	<p>July 2021</p>

<p><u>Intervention programme</u></p> <p>An appropriate reading intervention, such as Nessy, supports those identified children in reinforcing their understanding of basic reading skills and application of phonic knowledge.</p> <p>An early language intervention is in place and supports those identified children in reinforcing vocabulary, narrative skills, active listening and phonological awareness.</p> <p>Key children will have additional nurture support with emotions and wellbeing, negating the impact of lockdown on their academic studies.</p>	<p><i>An intervention is identified and purchased. Staff within year groups are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></p> <p><i>The NELI programme has been identified and purchased. TA staff have been trained to deliver the intervention confidently (inclusive of entry and exit data) for a 20 week period. Intervention is delivered to small groups 3 x a week, and individual sessions twice a week.</i> https://educationendowmentfoundation.org.uk/public/files/Nuffield_Early_Language_Intervention.pdf</p> <p><i>Additional weekly forest school sessions to be provided by trained staff.</i></p> <p><i>Sports Nurture delivered 4 x a week with Y6 children.</i></p> <p><i>Behaviour mentor attending CPD on the principles of nurture with ELE.</i></p>	<p>Nessy - Per annum £1400</p> <p>Free - government funded (allocation due to high levels of deprivation)</p> <p>No additional costing as a focus on the use of existing resources.</p> <p>No additional costing as a focus on the use of existing resources.</p> <p>Internal service - possible income if shared with other schools</p>	<p>Children making progress through Nessy programme, some making accelerated progress.</p> <p>NELI programme addressed active listening and improved phonics knowledge.</p> <p>Children making progress in emotional understanding. Shown in assessments from Wellbeing Compass and Edukey.</p>	<p>DM</p> <p>DM</p> <p>NB</p>	<p>July 2021</p> <p>July 2021</p> <p>July 2021</p>
<p><u>Extended school time</u></p> <p>Identified children are able to access a breakfast club provision.</p>	<p><i>Phase leaders identify children within the year group specific children that require additional support and would benefit from breakfast club provision. Summer term.</i></p>	<p>£4,460</p>	<p>Settled start and ensure vulnerable children have breakfast</p>	<p>NB</p>	<p>July 2021</p>
Total budgeted cost					£9,291

iii. Wider Strategies					
Desired outcome	Possible and suggested approach	Cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>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.</p> <p>Due to the impact of COVID-19 many families are struggling financially, Fareshare will provide food parcels for families.</p> <p>Tiered contact: fortnightly, weekly or every three working days—phone calls and home visits ensure pastoral support for disadvantaged students.</p>	<p><i>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.</i></p> <p><i>Fareshare subscription</i></p> <p>TAC team members to complete phone calls and visits to ensure appropriate support to disadvantaged students is offered.</p>	<p>Postage approx £600</p> <p>£1212.50 per 6 months</p> <p>No additional costing as a focus on the use of existing resources.</p>	<p>Remote learning is not impacted by a lack of equipment.</p> <p>Families who are struggling financially receive weekly food parcels.</p> <p>Calls made addressed any barriers to learning and safeguarding concerns.</p>		
				Total cost	£1813
				Total budgeted cost	£31,219
			Cost paid through Covid Catch-Up		£29,360
			Cost paid through school budget		£1,859