



School name: COVID 19 Catch Up Premium Funding 2020-21

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 per pupil. 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](#). See also the Education Endowment Foundation (EEF) [coronavirus \(COVID-19\) support guide for schools](#) with evidence-based approaches to catch up for all students.

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Catch up funding allocation 2020-21 (paid in 3 tranches during the year)

School Name	Number on roll	Catch up funding per pupil	Total funding 20-21
Paisley Primary	353	£80	£26,480

Priorities for 2020-21

The following key strategies have been identified for 2020-21 to address gaps in learning and support pupils to catch up on lost learning:

1. 'SPACE' recovery curriculum for all pupils, (see below);
2. Baseline assessment and gap analysis for all pupils to accurately identify where support is to be targeted;
3. Early reading and phonics through the introduction of the Read Write Inc programme;
4. Targeting reading fluency at Key Stage 2 to ensure all pupils are able to become fluent readers;
5. Professional development and training for all staff around phonics and reading ;
6. 20/21 White Rose Maths curriculum adopted to include catch up content through all units of work;
7. Intervention programmes and 1:1 tuition;
8. Develop a programme of home learning, (academic and pastoral);
9. Jigsaw, Headstart and ELSA programmes to support pupils' emotional well-being;
10. Embed metacognition strategies.

SPACE Recovery Curriculum:

Throughout the Autumn Term and into the Spring Term, the curriculum will be adapted to prioritise the following areas:

Safety and security – Looking after ourselves, being safe and feeling safe

Physical Activity – Being active and healthy, getting regular exercise, playing sports and games

Academic Standards – Learning in school and at home, addressing gaps in learning, a broad curriculum with a focus on core skills
Creativity – Self-expression, working together, rebuilding concentration and stamina

Emotional Wellbeing – Managing feelings and behaviour, mental health and wellbeing, Personal Social Health Education

A tiered approach

At Paisley Primary School, our approach to catching up on lost learning is based upon the principles outlined in the EEF Guide to Supporting School Planning, which aims to support school leaders with their planning for the academic year 2020-21. It proposes a tiered model that focuses upon high quality teaching, targeted academic support and wider strategies to aid school leaders' existing school improvement planning efforts.

The 3 tiers are:

Tier 1. Teaching

Great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital as schools plan for all pupils to return in the upcoming academic year. Prioritising high quality instruction in the classroom setting has new-found logistical barriers, but the principles of great teaching remain unchanged. Having deep subject knowledge and a flexible understanding of the content being taught is clearly important.

High-quality assessment and sustained professional development are essential to great teaching. This year, more than ever, these need to be supported by effective remote curriculum provision, should unplanned school closures occur.

Tier 2. Targeted academic support

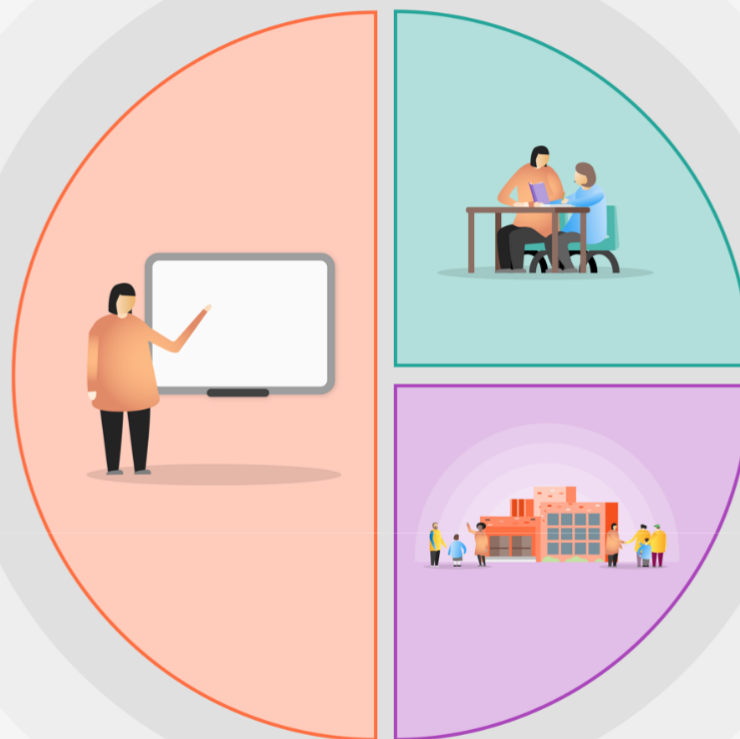
Evidence consistently shows the positive impact that targeted academic support, such as intervention programmes and 1:1 tuition, can have for those pupils who are not making good progress or who have significant gaps in learning. Considering how classroom teachers, teaching assistants and external partners can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, will be a key component of effective planning for the new academic year.

Tier 3. Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. These local needs and challenges will be different for every school community.

1 Teaching

- 'SPACE' recovery curriculum from September 2020 to focus on Safety, Physical activity, Academic standards, Creativity, Emotional well-being.
- Emphasis on core subjects through quality first teaching during Autumn.
- Baseline assessments in September to identify gaps in learning to inform curriculum planning / intervention groups.
- Ongoing assessments to identify pupils who require additional Tier 2 support.
- Whole school focus on reading fluency: Read Write Inc Programme.
- CPD for all staff, (reading / phonics).
- White Rose maths curriculum.
- Home learning programme.
- Jigsaw / PSHE curriculum.
- PE and sports provision to maintain physical health and wellbeing.
- Time for creative lessons to develop resilience, concentration and self-expression.
- Embedding metacognition strategies.



2 Targeted academic support

- Intervention programmes based on question level analysis from baseline assessments.
- 'Keep up' groups targeted following half - termly Read Write Inc assessments.
- Fresh Start programme in Y5/6.
- One to one support for targeted pupils.
- High quality SEND provision including personalised programmes.

3 Wider strategies

- ELSA programme to support emotional well-being.
- Attendance support for vulnerable families.
- Welfare phone calls for all pupils who are isolating.
- School meals hampers for all FSM pupils if bubble closes.
- Additional safety measures to support risk assessments for staff / pupils / families.

Action plan and proposed catch up spending

Action / Tier	Intended Outcome	Evidence Rationale	Cost: Core budget Catch up fund	Led by	Impact
<p>1. Teaching 3. Wider strategies Embed SPACE curriculum throughout school</p>	<p>Improved standards through focus on core subjects, improved physical and emotional health. Full broad and balanced curriculum in place by Summer 2021. Metacognition strategies embedded through curriculum.</p>	<p>Carpenter et al 2020 DFE guidance 2020</p>	<p>(See breakdown below)</p>	<p>HT/SLT</p>	<p>Autumn Effective, positive transition, post-lockdown. Phase 1 of SPACE recovery curriculum successfully completed. Evidence that core subject focus throughout Autumn term is addressing issues caused through lost learning, although additional time has had to be allocated to maths provision at KS2 as significant content has been missed. Emotional well-being support has been effective. Strong emphasis on mindfulness, growth mind-set and metacognition. Pupils have displayed resilience. Only 1 x class bubble closure, November 2020. Pupil surveys conducted during lockdown and on full reopening show pupils feel safe and supported. Spring Spring lockdown and subsequent reopening – continuation/full remote offer, equitable to provision in school. Reintroduction of RWI, basic skills, post-lockdown, coupled with the reintroduction of foundation subjects. Summer</p>
<p>1. Teaching 2. Targeted support Standardised baseline assessments for all pupils</p>	<p>Gaps in learning identified through QLA. Autumn interventions accurately informed by assessments. Evidence of good progress for all pupils from baseline to end of year assessments.</p>	<p>EEF Covid 19 support guide: ‘Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support.’”</p>		<p>ALH/SLT</p>	<p>Autumn Phase 2 of SPACE recovery curriculum successfully completed. Analysis completed including question level analysis through KS2. Maths curriculum adapted to address identified gaps in knowledge. Intervention groups: reading, writing and mathematics, based on QLA and pupil progress meetings. Gaps in learning identified. ARE and GD ‘drop offs’ targeted for quality first teaching and interventions. Tapestry and KPIs ensuring consistency of pedagogy and practice. Adherence to Development Matters document in FS pilot impacting positively on provision. EYFS: successful application for Nuffield Early Language Intervention, (NELI), - assessment and delivery, spring 2021. Spring</p>

					<p>March tests and teacher assessments identify ARE/GD 'drop-offs'/gaps in learning. Quality first teaching and targeted interventions for identified children/cohorts. NELL in-situ for identified F1 children.</p> <p>Summer End of year progress data shows...</p>
<p>1. Teaching 2. Targeted support Train all staff on Read, Write Inc. phonics and early reading</p>	<p>All staff in all year groups have required skills to teach phonics and reading fluency so all pupils who require support can be targeted.</p>	<p>Ofsted EIF overview of research 2019.</p>		NL/SLT	<p>Autumn Training completed for all staff. Whole-school ownership of key school improvement initiative, linked to appraisal. Monitoring shows improved subject knowledge. Audit and development day in Autumn 2 have further improved practice. All phonics interventions are run by trained staff, including Key Stage 2. Reading lead support for all staff, coupled with regular monitoring, evaluation and review of cohorts and intervention groups. Focused monitoring of assessment and progress impacting positively on tracking and progress. Positive impact on basic skills.</p> <p>Spring As autumn term. RWI fully embedded. Regular assessment, monitoring, evaluation and review. CPD received. First face-to-face session on speed sounds, 12.4.21.</p>
<p>1. Teaching 2. Targeted support Introduce and embed Read Write Inc. for phonics / early reading</p>	<p>All pupils in EYFS, Y1, Y2 plus any non-secure readers in Y3/4 benefit from a structured, proven approach to become fluent readers. Regular diagnostic assessments ensure 'keep up' programme / 1:1 so no child is left behind.</p>	<p>Ofsted EIF overview of research 2019. English Hub support.</p>		NL/SLT	<p>Autumn RWI programme up and running from Autumn 1, 2020. 15 groups, daily. 1:1 KS1 supplementary sessions and 1 x SEND Y3/4 group, daily. School priority and phonics groups have continued throughout, despite staff absences. Only one disruption to 1 x Y3/4 intervention group, Autumn 2, due to bubble closure. RWI programme has continued since its introduction. Self-isolation of some children in certain groups. Reading lead proactive in terms of direction of parents re. Home learning/phonics. Careful tracking evidences progress of children. Books carefully matched to pupil ability.</p> <p>2nd assessment round used to identify all pupils requiring intervention and catch up. Impact: Y2 phonics screening, December 2020 – 50% of children met screening requirements. An increase of 25%. Figure has doubled from September baseline. Impact: RWI 2nd round of assessments – majority of children have made a group's progress, with some moving up 2 groups.</p> <p>Spring</p>

					As above/autumn term. Whole-school consistence of approach and pedagogy. Assessments indicated decline in progress, post-lockdown. RWI remains school improvement priority to evidence accelerated progress over the summer term. Further monitoring over course of summer term.
2. Targeted support Introduce and embed intervention programmes KS2 children	All non-secure readers in KS2 benefit from a structured, proven approach to become fluent readers	EEF trial 2015 Ofsted EIF overview of research 2019. English Hub support.		NL/SLT	Autumn 5 x groups, Y3/4 in receipt of targeted, daily intervention to identify gaps in phonics and develop reading fluency. 1 x 5/6 RWI group and 2 x echo reading to improve fluency and accuracy in reading. Diagnostic assessments of Y5/6 children. Targeted, daily intervention/echo reading and development of comprehension skills in-situ. Spring Targeted, daily interventions in KS2, in addition to FS and KS1. Regular monitoring, evaluation and review. Reading books carefully matched to phonic ability. Monitored weekly by SLT. Summer
1. Teaching 2. Targeted support RWI spelling programme	Structured spelling programme in place for all pupils who have completed RWI programme, which builds on RWI skills. Spelling interventions to support pupils identified as requiring additional catch up support (not already covered by RWI or Fresh Start)	Read Write Inc. English Hub		NL/SLT	Autumn Assessments completed through KS2 to group pupils according to spelling ability. Programme to run from January 2021. Spring Spelling interventions in place. Basic skills addressed in lessons and intervention sessions. Further monitoring over course of summer term. Discrete spelling sessions taught throughout the week. Summer
1. Teaching Adapt maths scheme of work to include recap steps in addition to core teaching.	All maths units include recap steps in addition to age appropriate learning ensuring lost learning is covered. Additional time devoted to maths throughout Autumn	White Rose Maths Hub materials. EEF Covid 19 support guide: re quality teaching		KHU/SLT	Autumn Autumn maths curriculum successfully adapted to include recap steps, prior to core year group content. Additional time has been needed to address identified gaps in learning, reinforced with home learning. School working closely with Trust lead. Supplementary afternoon sessions targeting maths coverage. Introduction and purchase of Power Maths to support Maths mastery. Impact: Positive impact on knowledge, skills and progress, as evidenced in children's books.

	Term to embed core learning.				<p>Mathematics recovery continues to be a focus, spring term. Analysis of data from post mid-year summative assessments, February 2021, to focus further improvements and progress.</p> <p>Spring Full remote/live teaching offer in place during lockdown. Revised Trust KPIs in place. March assessment identified gaps in learning. Daily, teacher-led AfL interventions in place. Weekly monitoring for key school improvement priority over the course of the summer term.</p> <p>Summer</p>
<p>2. Targeted support Intervention programmes, one to one support, extended school time</p>	A range of small group interventions and one to one tuition are provided over and above core subject teaching time to target pupils who require catch up support beyond quality first teaching. Clear entry and exit criteria enable progress to be measured accurately.	EEF Covid 19 support guide: 'In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.'		KHU/SLT	<p>Autumn Intervention programmes established in in KS1 and KS2 focusing on maths through the Autumn Term. Positive impact on knowledge, skills and progress, as evidenced in children's books. Mathematics recovery continues to be a focus, spring term. Analysis of data from post mid-year summative assessments, February 2021, to focus further improvements and progress.</p> <p>Half-termly Read Write Inc. assessments have been used to identify pupils requiring catch up work and 1:1 support in phonics: all children in FS and KS1; 34 children in Y3/4 and 27 children in Year 5/6. Impact: Y2 phonics screening, December 2020 – 50% of children met screening requirements. An increase of 25%. Figure has doubled from September baseline. Impact: RWI 2nd round of assessments – majority of children have made a group's progress, with some moving up 2 groups.</p> <p>Daily, targeted interventions, whole-school. Additional mathematics interventions for targeted Disadvantaged – pre-loading sessions every morning and additional interventions every afternoon. Positive impact on progress.</p> <p>Spring As above.</p> <p>Summer</p>
<p>1. Teaching 2. Targeted support 3. Wider strategies Ensure quality home learning support</p>	Weekly home learning activities set to support any pupils who have to isolate.	Gov.uk 'Remote Education Good Practice.' EEF Covid 19 support guide:		KD/SLT	<p>Autumn Weekly home learning activities posted on website through Autumn Term. All lessons have links to equitable online lessons via Oak Academy, White Rose and other sites. All pupils unable to attend school have been able to access home learning materials via website or through home</p>

<p>programme for all pupils unable to attend school.</p>	<p>Remote learning activities and live lessons provided where bubbles close. Remote learning covers the same objectives as class lessons so pupils unable to attend do not fall behind their peers.</p>				<p>learning packs. School laptop allocation have been assigned to 39 x disadvantaged. 1 assigned to support personal development provision; 1 assigned to support SEND provision and 1 to facilitate delivery for 3 RWI intervention groups. Bubble isolating in November were in receipt of live lessons from teachers. All phases of school have contingency timetables in-situ, should the requirement of a live teaching scenario be realised. All families have option of home learning packs. Throughout 1st and 2nd lockdown, learning differentiated for EAL and SEND children, as identified. All teachers, pupils and families have received training re. live learning. Agreement and protocols in place. School procured extra webcams to ensure delivery of live teaching, assemblies, facilitation of meetings for vulnerable children/families. Impact: Organisation of live learning up-and-running ensuring consistency and continuity of current learning/impacting positively on progress.</p> <p>Spring Live/remote offer equitable to provision in school throughout lockdown. Monitoring of remote learning and follow-up assignments by leadership/class teachers. Allocation of devices to all vulnerable families/children in response to audit, with follow-up support surgeries to access technology. Homework online. Reintegration of previous provision as required in the summer term, in response to any future bubble closure.</p> <p>Summer End of year progress data shows...</p>
<p>2. Targeted support Target pupils who need additional support through National Tutoring Programme</p>	<p>Pupils most in need of additional support are offered additional tutoring / catch up provision through National Tutoring Programme</p>	<p>National Tutoring Programme</p> <p>EEF Covid 19 support guide: Targeted support</p>		<p>KD/SLT</p>	<p>Autumn Weekly home learning activities posted on website through Autumn Term. All lessons have links to equitable online lessons via Oak Academy, White Rose and other sites. All pupils unable to attend school have been able to access home learning materials via website or through home learning packs. School laptop allocation have been assigned to 39 x Disadvantaged. 1 assigned to support personal development provision; 1 assigned to support SEND provision and 1 to facilitate delivery for 3 RWI intervention groups. Bubble isolating in November were in receipt of live lessons from teachers. All phases of school have contingency timetables in-situ, should the requirement of a live teaching scenario be realised. All families have option of home learning packs. Throughout 1st and 2nd lockdown, learning differentiated for EAL and SEND children,</p>

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<p>3. Wider strategies Provide additional support for mental health / emotional wellbeing through Headstart / ELSA / Jigsaw programmes</p>	<p>Jigsaw and PSHE programme in place to support emotional wellbeing needs of all pupils. Additional targeted support for pupils most affected by COVID 19 through ELSA to improve readiness for learning.</p>	<p>EEF Covid 19 support guide: Wider strategies</p> <p>Headstart programme</p>		KD/RE/SLT	<p>Autumn Whole-school key focus and strong provision in-situ. Successful support for Phase 1 of SPACE Recovery Curriculum. On-going spring and summer terms. Holistic provision beyond timetable: Personal Development Club. Assemblies – strong focus on well-being. PSHE initiatives – positive impact on children, stakeholders and wider community. Audits of provision, including pupil voice, evidence positive impact. On-going questionnaires and surveys remainder of academic year. ELSA provision in-situ. Children in receipt of regular, at least weekly support. APDR reviews undertaken for SEND. Pastoral plans in place for identified Y5/6 children identified post-lockdown. Strong focus in classrooms on mindfulness and resilience. Weekly Jigsaw sessions impacting positively on behaviour and learning. Regular monitoring of CPOMs activity. Behaviour policy update, including COVID code. Communication of expectations to children, staff and stakeholders. Communication and consistency impacting positively on provision and community well-being. Links with Magic Breakfast ensures all children receive a warm breakfast in school every day.</p> <p>Spring Jigsaw SoW/PSHE/ELSA provision – impacting positively on well-being. Pastoral groups, Hear My Voice, Mindfulness sessions in place. School working towards final HeadStart Mark of Excellence audit and subsequent accreditation in the summer term.</p> <p>Summer</p>
<p>3. Wider strategies Ensure additional</p>	<p>Welfare calls to pupils unable to attend school, with strong links to safeguarding team.</p>	<p>EEF Covid 19 support guide:</p>		HT/SLT	<p>Autumn CP and Safeguarding policy updated. Monitoring of daily absence. Support and welfare calls, as needed. EWO support for school attendance, PAs and children/family welfare. EAL and SEND leads – calls</p>

<p>pastoral support for pupils unable to attend school</p>	<p>Food parcels provided to families eligible for FSM</p> <p>IT devices provided for families unable to access home learning.</p> <p>Attendance support provided for vulnerable / at risk families.</p>	<p>Communicating effectively with families</p>			<p>to families. Attendance began at 97% in September. Gradual decline as autumn term progressed, due to 2nd lockdown, self-isolation and local situation. Currently 88% but above local and national averages. Weekly tracking of attendance, whole-school and vulnerable cohorts. SLT proactive with food parcels during bubble closure. School provision for families and community in the form of FareShare produce, all families, weekly. Continuation of safeguarding meetings, remotely, for families. Continuity, pro-action and consistency impacting positively on whole-school/community well-being.</p> <p>Spring</p> <p>As above. School consistently above local and National averages through spring term. Currently 97%, whole-school attendance and PA 12%, as of 19.4.21. Safeguarding, CP, emotional and mental health and well-being support and provision for all children, families, staff and the wider school community throughout lockdown. Provision continues in the summer term.</p> <p>Summer</p>
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Total expenditure on catch up provision 2020/21:

Expenditure from core budget: £11,788K

Expenditure from catch up fund: £26,480

BREAKDOWN OF EXPENDITURE

- **1 x Teacher to deliver RWI interventions to LKS2**
- **1 x TA to deliver RWI interventions to UKS2 and 1:1 sessions, KS1 and Year 3 = £26,264K for 14 weeks**
- **12 x Webcams to facilitate live learning, TEAMS meetings and remote CPD/INSET = £288**
- **RWI Package = £8,500K**
- **RWI training = £3K**
- **RWI Resources: Additional flipcharts, laminator, storage = £1,700K**