



The Downley School COVID 19 Catch up Premium Plan 2020/21

In the document linked below, we outline how we are spending the additional catch-up funding provided by the government in September 2020 to address the learning loss and wider pastoral impact of COVID 19 on pupils in The Downley School.

The expected total is £33,360.

Our plan is focused on the following aims:

- Ensuring accelerated progress in writing over time for all pupils in Key Stage One and Two.
- Closing the attainment gap for disadvantaged pupils and other pupils in reading and writing for children in upper Key Stage Two.
- Ensuring accelerated progress in language development for children in EYFS.
- Ensuring behaviour and special needs are not a barrier to learning for all children
- Ensuring gaps in maths knowledge from previous year's learning are closed.

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Summary Information		
Number of pupils: 417	Amount of catch-up premium received per pupil: Autumn and Spring term: £46.67 per child Expected to get £33.33 per child in the summer term.	Total catch-up premium budget: Expected total: £33,360
Strategy statement:		
<ul style="list-style-type: none"> • Ensure accelerated progress in writing for all pupils in Key Stage One and Two. • Close the attainment gap for disadvantaged pupils and non-disadvantaged pupils in reading and writing and maths for children in upper key stage Two. • To ensure accelerated progress in language development for children in EYFS. • To ensure behaviour and SEND in reception is not a barrier to learning. • To ensure gaps in writing are closed. 		
Barriers to learning (academic)		
A. Gaps in children’s knowledge and coverage of the curriculum		
B. Children unable to independently edit and improve their writing and finding it hard to sustain concentration in independent writing tasks.		
C. Language and behavioural barriers for children and especially EYFS children.		
Barriers to learning (external)		
A. Poor technology at home which means that children are unable to access the full virtual school curriculum in the event of self-isolation, closure of bubble or national full lockdown.		
B. Lower than expected attendance for Pupil Premium children.		

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Planned expenditure for current academic year (Whole school)					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Each class teacher will invite a small group of children each day to focus on editing and improving their writing. All children will get an intervention group.	The small group and 1:1 tutoring will enable children to make accelerated progress in writing.	<p>Our experience tells us that children progress fastest when they get 1:1 time with their class teacher to fully understand their next steps and time with the teacher to work them. Each child has a different next step within writing and need time to focus on this. E.g handwriting, phonics, spelling, sentences structure, language.</p> <p>Year One and Two have additional phonics groups within school. There are between 6 and 8 children in each group, led by the child's classteacher.</p> <p>Year Three, Four, Five and Six have additional writing groups within school. There are between 6 and 8 children in each group, led by the child's classteacher.</p> <p>Support will be given to each class in order to meet these expectations and release the class teacher</p>	<p>Book looks will take place at least termly.</p> <p>Teachers will be asked to share and evaluate the success of the groups.</p>	<p>English Lead</p> <p>Phase leader</p> <p>Assessment Lead</p>	<p>Autumn Term Pupil Progress meetings</p>
Additional maths interventions	The small group and 1:1 tutoring will enable	<p>Our experience tells us that children progress fastest when they get 1:1 time with their class teacher to fully understand their next steps and time with the teacher to work on them. Each child has a different next step within maths and need to focus on them. E.g. fluency, problem solving, times tables, mental</p>	<p>Book looks will take place.</p>	<p>Assistant HT (maths lead)</p>	<p>As above</p>

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<p>in year 5 and year 6</p>	<p>children to make accelerated progress.</p>	<p>strategies, written strategies or a specific area of maths that they find challenging. Some children have gaps from lockdown.</p> <p>A gaps analysis was completed for all children across the school. Years 1-4 had minimal gaps which were plugged through changes to the sequence of planning. Years 5 and 6 have received additional maths interventions following focus maths .</p>	<p>Teachers will be asked to share and evaluate the success of the groups</p>	<p>Phase Leaders</p> <p>Assessment Lead</p>	
<p>Specific language support for children in reception.</p>	<p>Children to make accelerated progress with their language to meet GLD by the end of the year.</p>	<p>https://www.nuffieldfoundation.org/project/nuffield</p> <p>is a 20-week intervention designed to improve the oral language skills of reception-aged pupils. It'll involve individual and small group scripted language teaching sessions delivered by trained school staff</p>	<p>Coaching observations</p> <p>Observations of children to gain evidence of their achievements</p>	<p>EYFS lead practitioner</p>	<p>Pupil Progress meeting – autumn term/spring/summer</p>
<p>New early years focused specialist</p>	<p>Children to make progress against the early</p>	<p>Some children in reception did not attend nursery due to lockdown. Some children are not school ready and need additional support. We have already seen the benefits of having a learning outside the classroom base where children can make accelerated progress against their individual targets. This is</p>	<p>Observations of children by the EY lead practitioner and SENCo</p>	<p>EYFS lead practitioner</p>	<p>Half termly learning plan reviews</p>

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SEND base for children	learning goals or their EHCP. Children to improve their spoken language. Children learn to conform to school routines.	especially fruitful when children are not currently working within the parameters of their year group curriculum.		SENCO	
To provide support for all children within each class until the end of the summer term.	To ensure these children meet age expected level for reading and writing and maths by	https://educationendowmentfoundation.org.uk/tools/guidancereports/literacy-ks-2/ Some children who are PP have gaps in their knowledge from lockdown. They require 1:1 to focus on writing tasks and need additional support to meet the end of year requirements for year 6. The TA's will work on specific next steps for each child, whilst following the English year group planning.	Head of Year 6 to monitor progress. Termly assessments End of Year SATs.	Assistant Headteacher Phase leader	Half termly formal assessment

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	the end of the year.	Focus maths will be followed to support any gaps in knowledge following the schools calculation policy			
To support children within a year group with exceptionally high need	To ensure that the children are able to work as a group and reintegrate back to school	Children in year 5 to be split into three classes with support staff and a floating TA for extra support and to run new nurture group	Termly assessments Observations of children to gain evidence of their achievements	Assistant Headteacher Phase leader Class Teacher	Half termly