



The Gateway Primary Academy

Covid- 19 Catch- Up Premium

Funding Plan

2020 - 2021



School:	The Gateway Primary Academy	Academic Year: 2020 - 2021
Total Catch up funding:	£16,800	Number of Pupils 210

Context

The Gateway Primary Academy is located close to Dartford town centre; the level of disadvantage in our school is lower than the national average- presently 12% children are in receipt of pupil premium funding. We strive to ensure that the individual needs of our pupils are met, including those of our most vulnerable pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. All our work through the Catch Up Premium Strategy will be aimed at accelerating progress and overcoming barriers, in order to address any regression in learning. The vast majority of our pupils engaged at some level with the home learning provided over the summer term. This involved work being set by teachers and uploaded daily to Google Classroom. Children downloaded the work and uploaded photos and completed work ready for feedback from the class teacher. This medium was used to communicate daily with children and parents.

When the school re-opened to the rest of the children in June we were able to offer a place to all children (45%) who wanted to return to school in addition to the vulnerable and key worker children already in school.

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 amongst 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	EEF Recommendations
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	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	
Reading	A range of reading material was accessed during lockdown but this was not consistent across all groups of children. For example some early readers/SEN and EAL families found reading more problematic during lockdown and the children now need to be taught a range of strategies to be able to access more complex text. Children in KS1 engaged well in home reading but due to missed book band assessments moved up into the next year group on a lower book band than in previous years so will need one to one focussed reading (targeted comprehension and fluency focussed) to accelerate their progress in reading to close the gap.
Writing	The children have written in a range of genres throughout lockdown and in a range of subjects. The children have missed writing at length using all the conventions that would be discussed in class prior to writing and missed teacher modelling. The over use of the computer has resulted in some children needing further support with their handwriting and basic letter formation. The children received regular feedback on their writing throughout lock down via Google Classroom but some children would benefit from additional focussed one to one writing conferencing to address grammar and punctuation errors in their text, especially pupils with EAL. The teaching of phonics and spelling has been identified as an area of development especially for those Key Stage 1 children who joined Year 1 with limited experience of the phonics teaching from the end of Reception. The long term plan for phonics has been reviewed to address gaps in children's learning with an additional focus on recapping and revisiting phase 3 at the start of Year 1. As in previous years, regular assessments have been planned for throughout the year in year 1 to identify any children who require additional intervention.
Phonics	Phase 3 and 4 phonics was taught via home learning for Swans and phonics assessments showed for some children they need targeted interventions to close the gaps in their phonics learning. Phase 5 (alternative spellings) was taught via home learning for children in Herons and for some children they will need additional phonics work to revisit this learning.

Maths	Specific content has been missed, leading to gaps in skills and knowledge relating to specific topic areas. In some cases the core skills have been reinforced through home learning using a combination of online applications or packs provided by the teacher. The skills of reasoning and explanation need further development as well as the fluency of concepts needs reinforcement in some cases.
Foundation subjects	There are now significant gaps in knowledge and skills – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new. The skills of using 'first hand' resources in the classroom, such as: artefacts to learn from and exploring materials for a specific purpose have all been missed and children will find making the connections between topics / themes more challenging. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments. The children have also missed out on the opportunity to work collaboratively with others and take part in TASC activities and apply their topic learning to problem solving. This approach will need to be revisited with children throughout 2020 – 2021.
Building Learning Power	Children have missed a significant amount of time in school and it will be important to revisit the skills of 'being a good learner' to rebuild resilience, independence (as some children will have been used to working one to one with a parent), reflectiveness, resourcefulness and reciprocity. This will be promoted through weekly class based assemblies and the use of the BLP board in class. Key vocabulary will be used by all classroom adults and BLP will be revisited during whole staff training.
Well-being	Some children returning from lock down (depending on the impact of Covid on their family) will need additional well-being support. Some children may benefit from additional small group support at lunch time while they settle back into school. Well-being assemblies will be used to develop coping strategies with the children alongside their work in Jigsaw.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools

1. Teaching and whole-school strategies: Professional development, recruitment and retention, support for early career teacher				Expenditure: £400
Desired outcomes	Action	Staff lead	Expenditure	Impact
Staff to receive CPD to enable them to implement strategies to assist children who are displaying difficulties in catching up with their learning.	A CPD program created for Staff to attend training on dyslexia, speech and language and early reading.	JC, KG	£400	Children who attended interventions lead by staff who received CPD made good progress. See data tables below.
A member of staff can provide well-being support for the children. Staff have a designated Mental Health First Aider	Well-being assemblies are organised and SEMH materials are circulated amongst staff.	JC, KG	£500	A member of staff (Mrs Gillard) and Wellbeing Governor completed the Wellbeing for Education return Course to provide support for staff and pupils. She also completed training with the Anna Freud Centre on the 'Link Training' programme.

who can offer emotional support to pupils.	Staff identify who can attend personalised sessions with a counsellor.			Bronze Well-Being award achieved from Cantium and actions agreed for the silver award for 2021 – 2022. Feedback from parents and staff of pupil's who attend counselling sessions was very positive. "he is happy to leave me at the gate and is going to bed better at night." "She has really benefitted from having the extra talk time and has told me about the different strategies she has been taught."
--	--	--	--	--

2. Target approaches: Structured interventions, small group tuition, 1:1 support				Expenditure: £7385															
Desired outcomes	Action	Staff lead	Expenditure	Impact															
Targeted children are on track to reach age related expectations by the end of the year.	Review PPM notes, engagement records, class data and September teacher assessments to identify key children for support. Organise weekly small group and 1:1 tuition for targeted children during school and twilight sessions.	JC, CW, KG	£5200 (Additional school hours)	Year R - Child in Swans benefitted from additional small group work and enabled them to make good progress with their personal development. 80% of pupils on track for expected or above in all year groups at end of 2021.															
			£2185 (Twilight hours)	<u>Summary of Progress of Groups</u>															
				<u>Key Stage One</u>															
			<table><tr><th>KS1</th><th>Phonics support</th><th>Handwriting support</th><th>Maths support</th><th>EAL support</th></tr><tr><td>Year 1</td><td>57% passed screening 29% scored 31 29% scored 24 and above (7 pupils)</td><td>100% made good progress and reached the expected standard in writing (8 pupils)</td><td>100% made good progress and reached expected standard (1 pupil)</td><td></td></tr><tr><td>2</td><td>50% reached expected standard 100% made accelerated progress (2 pupils)</td><td>100% made good progress and 100% reached the expected standard (3 pupils)</td><td>100% made good progress and reached expected standard (1 pupil)</td><td>66% reached expected standard in R & W. All made accelerated progress.</td></tr></table>	KS1	Phonics support	Handwriting support	Maths support	EAL support	Year 1	57% passed screening 29% scored 31 29% scored 24 and above (7 pupils)	100% made good progress and reached the expected standard in writing (8 pupils)	100% made good progress and reached expected standard (1 pupil)		2	50% reached expected standard 100% made accelerated progress (2 pupils)	100% made good progress and 100% reached the expected standard (3 pupils)	100% made good progress and reached expected standard (1 pupil)	66% reached expected standard in R & W. All made accelerated progress.	
			KS1	Phonics support	Handwriting support	Maths support	EAL support												
Year 1	57% passed screening 29% scored 31 29% scored 24 and above (7 pupils)	100% made good progress and reached the expected standard in writing (8 pupils)	100% made good progress and reached expected standard (1 pupil)																
2	50% reached expected standard 100% made accelerated progress (2 pupils)	100% made good progress and 100% reached the expected standard (3 pupils)	100% made good progress and reached expected standard (1 pupil)	66% reached expected standard in R & W. All made accelerated progress.															
	<u>Key Stage Two</u>																		
	The English support in KS2 was run in small groups or one to one and included: focussed comprehension work, targeted SPAG support, writing conferencing, cusp GD work and handwriting. The maths support included addressing gaps in arithmetic, language for problem solving and reasoning and times table groups.																		
	<table><tr><th>Yr</th><th>English support</th><th>Maths support</th><th>EAL support</th></tr><tr><td>3</td><td>Handwriting support - 100% achieved expected in writing (4 pupils)</td><td>All children made expected or above progress and</td><td>All made good progress, support to continue next year (3 pupils)</td></tr></table>	Yr	English support	Maths support	EAL support	3	Handwriting support - 100% achieved expected in writing (4 pupils)	All children made expected or above progress and	All made good progress, support to continue next year (3 pupils)										
Yr	English support	Maths support	EAL support																
3	Handwriting support - 100% achieved expected in writing (4 pupils)	All children made expected or above progress and	All made good progress, support to continue next year (3 pupils)																

Targeted children have additional opportunities to read with adults and subsequently make accelerated progress. Majority of Year 1 children reach the expected standard in the phonics						achieved expected (8 pupils)	
				4	Writing conferencing - 100% made expected progress, 50% made accelerated progress and achieved GD in writing (4 pupils) Reading comprehension work – 80% achieved expected. All made expected or above progress (5 pupils)	100% of pupils made progress in their times table knowledge. 33% made accelerated progress in maths (9 pupils)	80% made expected progress and 40% made accelerated progress in English based subjects
				5	SPAG focus work: 80% achieved expected, 100% made expected progress. 20% made accelerated progress (5 pupils)	Maths group 1: 100% made accelerated progress and achieved expected (3 pupils) Maths group 2: 75% made expected progress, 50% achieved expected (4 pupils)	Specialist EAL TA supported in class – 90% of EAL pupils achieved expected, 50% achieved GD in writing. 100% achieved expected, 58% achieved GD in reading.
				Year 6			
					English support	Maths support	
				6	Cusp GD writing group: 100% made expected progress, 25% made accelerated progress. 75% achieved GD in writing (4 pupils) 1:1 Writing conferencing 100% made expected progress and achieved expected in writing (3 pupils) Focussed SPAG work: 100% made accelerated progress, 66% achieved expected (3 pupils) Focussed English support (reading, writing, SPAG) 100% made accelerated in all areas of English and reached	Maths tutoring 100% made accelerated progress, 75% achieved expected, 25% achieved GD (4 pupils) Maths cusp expected group 100% made accelerated progress and 100% made 7 steps of progress (5 pupils) Maths GD focus group 80% made expected progress, 60% made accelerated progress. 100% achieved expected, 80% achieved GD (5 pupils) Maths pre-teaching group 100% made accelerated progress, 60% achieved expected (5 pupils)	

screening in June and are ready to move onto the Year 2 spelling curriculum.				<table><tr><td></td><td>working towards in Year 6. (3 pupils)</td><td></td></tr></table>		working towards in Year 6. (3 pupils)																
	working towards in Year 6. (3 pupils)																					
Majority of children in Year 2 reach the expected standard in phonics by Christmas screening. Children required to re-sit pass during the June resits.				Additional speech and language sessions for pupils: 2 children were able to access additional sessions with the Speech and Language TA (Mrs Vijaya). Both children met the speech and language targets set for them on their personalised/provision plans and now have no speech errors due to these additional sessions. Additional time was also used for providing class TAs with further resourcing and recommendations. This enabled children to access daily speech and language support which resulted in 66% of children in EYFS needing no further support at the end of the academic year. Additional one to one reading: <table><tr><th></th><th>Year 1 (4 pupils)</th><th>Year 2 (7 pupils)</th><th>Year 3 (4 pupils)</th><th>Year 4 (3 pupils)</th><th>Year 5 (1 pupil)</th></tr><tr><td>% of pupils who made expected progress</td><td>100%</td><td>100%</td><td>100%</td><td>66%</td><td>100%</td></tr><tr><td>% of pupils who made accelerated progress</td><td>75%</td><td>71%</td><td>50%</td><td>33%</td><td>100%</td></tr></table>		Year 1 (4 pupils)	Year 2 (7 pupils)	Year 3 (4 pupils)	Year 4 (3 pupils)	Year 5 (1 pupil)	% of pupils who made expected progress	100%	100%	100%	66%	100%	% of pupils who made accelerated progress	75%	71%	50%	33%	100%
	Year 1 (4 pupils)	Year 2 (7 pupils)	Year 3 (4 pupils)	Year 4 (3 pupils)	Year 5 (1 pupil)																	
% of pupils who made expected progress	100%	100%	100%	66%	100%																	
% of pupils who made accelerated progress	75%	71%	50%	33%	100%																	
Year 4 and 5 children gain a good understanding of the core calculation strategies and can confidently apply them.				In June, Year 1 completed a previous phonics screening check and 87% of the class reached the expected standard. The 4 children who did not pass all scored 24 and above. 2 of the 4 scored 31. Whole class to complete National screening at start of Term 2 2021. Screening completed Thursday 11th November and 100% of pupils reached the expected standards in phonics. 90% of Year 2 (2020) reached the expected standard when they completed the screening or above. Out of the 3 pupils who did not reach the expected standard – 1 passed in June but the other 2 did not reach the standard. Targeted support in place and careful monitoring for pupils who did not reach the standard. 93% of Year 4 achieved expected in maths and 40% GD 83% of Year 5 achieved expected in maths and 43% GD 37% of both year groups made accelerated progress.																		
Children are regularly reading again and being exposed to a range of authors and texts.																						

				83% of all year groups achieved expected or above in reading. Evidence of accelerated progress in all year groups at 7 steps of progress since returning to school, Year 1 – 29%, Year 2 – 50%, Year 3 – 38%, Year 4 – 40%, Year 5 – 50% and Year 6 – 63%. During January 2021 lock down, regular reading continued through guided reading groups and one to one reading on zoom.
--	--	--	--	--

3. Wider Strategies: Behaviour approaches, recommendation made in "Safe, Happy, Settle"				Expenditure: £9000
Desired outcome	Action	Staff lead	Expenditure	Impact
Children make rapid progress in targeted areas of learning. (e.g. timetables, spelling) Children will have greater opportunities to access online learning. Activities can be monitored more easily by the class teacher and programs of study can be allocated remotely. Children can work independently on tasks in school and at home.	To purchase 5 tablets for Year 1 to 6 to support online learning and personalised learning approaches. Identify groups of children who can work independently on personalised learning tasks.	JC, CH, LL	£6700	Tablets out of stock at the approved distributor so action will roll forward. Class laptops used to provide opportunities for independent learning. Data outcomes from independent tasks allocated using the online resources (Readiwriter, Timetable Rockstars, SPAG com, Education City and Phonics Play) cannot be solely dedicated to the online resources. Monitoring showed that children's learning behaviours were good and the majority of children were able to work independently. However, specific groups needed adult support which will become a focus in the next academic year.
All children feel confident and happy coming to school.	Staff and children are organised on a rota basis for attending the lunchtime club. Children are identified who will benefit some additional social skills work and need a quiet space.	KG, AV	£900	In the July 2021 survey, 100% of parents either strongly agreed or agreed that their child or children were happy to come into school and felt confident to with the support they receive. "The teachers don't rush you, they slowly develop each child individually" "I have been encouraged to try new things and take on new challenges" "There is something for everyone" On the Lancaster Model, 91.7% of children in Year 6 said they do not need any extra support with bullying. 83% of pupils said they

Children have a quiet area to go to at lunchtime to play and socialise. Children have regular access to trusted adults and a mental health first aider.				have no concerns or worries about bullying. The children in the class feel well informed about their health and well being with only 5 children feeling that would like further support and guidance. 88% of the children said that they felt happy at school. The number of children attending the 'quiet club' reduced throughout the term and children were supported outside by an adult. All children who needed further support identified a trusted adult in school and those adults were made available to support the children as needed.
All books and resources that were not returned after the first lockdown have been replaced and children have access to a full range of reading books and manipulatives.	Class teachers and subject leaders to create a list of books and resources that need replacing.	JC, CW	£900	Book review completed and new books ordered. Picture books ordered to enhance writing topics across KS2. Maths resources reviewed and new resources organised as needed. Children in all year groups have full access to a range of reading books. Early phonics books to be reviewed in September 2021.