

Catch-Up Premium Plan

Leconfield Primary School

Summary information					
School	Leconfield Primary School				
Academic Year	2020-21	Total Catch-Up Premium Provisional	£11,360	Number of pupils	154

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	EEF Recommendations
<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still enjoy maths and during lockdown home learning was based on the White Rose scheme. Analysis of baseline assessments, shows that children are 'behind' where they would normally be at this time of year and that they have forgotten strategies that have been taught. Recall of number facts for the four rules of number has slipped.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GAPS specific knowledge has suffered, leading to lack of fluency in writing. The majority of children have had to work additionally hard on writing stamina due to the lack of fluency in their ability to write. For the majority of children, the standard of handwriting has declined over lockdown and some children have forgotten how to form some letters correctly and join. Baseline assessments show that children are 'behind' where they would normally be at this time of year and that they have forgotten spelling patterns once taught. The decline in stamina has been noticeable.</p>
Reading	<p>Generally, reading was accessed well in lockdown. Daily reading was encouraged and reading comprehension and other activities were set as part of the weekly activities. Families seemed to find this easier to access than some other subjects because, for many children it could be done independently and required less adult support. Baseline assessments show that children are less fluent in their reading and the gap between those children that read widely and those children who don't has widened.</p>
Non-core	<p>There are now significant gaps in knowledge in all year groups – 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. Our youngest children demonstrate a poorer level of social development and skills than we would expect at this time of year e.g. they cannot dress themselves, some have regressed to nappies. Social interaction and play is not as developed as we would normally see. We have also seen an increase in the necessity for ELSA sessions. Children who accessed this previously have shown more need than their peers but we have also seen an increase in need from children who have previously not accessed this. We have seen an increase in anxiety levels and attachment difficulties in our older children.</p>

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	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u> Curriculum that captures the interest and enthusiasm of all learners across all areas of the curriculum. The foundation 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>Training for all teaching staff on the immersive experience Now Press Play</p> <p>An annual subscription to Now Press Play to enrich the whole curriculum in the absence of school visits</p> <p style="text-align: right;">£1900</p>		KT	March 21
<p>New home reading scheme to match reading material based on phonics phase</p>	<p>Purchase new reading scheme for Key Stage 1 supported by virtual workshops for parents at home</p> <p style="text-align: right;">£1125</p>		KT / CE	March 21
<p>New home reading scheme to develop fluency and comprehension for KS1 and KS2</p>	<p>Purchase new reading scheme for Key Stage 1 & KS2 with ebooks for ease of access at home. Includes prompts for parents to help at home & to become involved in reading with child</p> <p style="text-align: right;">£2500</p>			
<p>Promoting diversity and relevance of quality texts from a diverse range of ethnic backgrounds and linking these to all areas of the curriculum</p>	<p>Audit of text across the curriculum and all year groups</p>			
<p>Offer high quality and engaging resources to support phonics learning</p>	<p>Subscription to Phonics Play which can be used at home and at school</p> <p style="text-align: right;">£60</p>		MS	January 21
<p>Support with planning and addressing gaps in learning through consistent scheme</p>	<p>Subscription to White Rose Maths scheme</p> <p style="text-align: right;">£100</p>		MS	March 21
<p><u>Teaching assessment and feedback</u></p>				
<p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Purchase Rising Stars PIRA & PUMA assessment papers to track individual and group progress & identify gaps</p> <p style="text-align: right;">£1200</p>		KT	June 21

<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling at Leconfield have an opportunity to become familiar and confident with the setting before they arrive.</p> <p>Use of SENCO time to liaise with parents, secondary settings and other professionals in order to support carefully planned transition for pupil in Year 6 in receipt of an EHCP</p> <p>Use of SENCO time to support families and work alongside external agencies to devise a plan to support children struggling with the return to school</p> <p>Use of SENCO time to support increased number of assessments and referrals since the end of lockdown</p>	<p>Additional time is made to cover the teacher so that they can have a virtual meeting with their new starter and parents</p> <p>Open days (distanced) arranged for nursery & reception admissions October 2020 / March 2021</p> <p>Additional, virtual meetings to support with the appropriate consultation and subsequent transition to ensure pupils are secondary ready</p> <p>Additional, virtual meetings to plan a careful transition back into school with a focus on nurture and ensuring the children have the opportunity to emotionally regulate</p> <p>Release for SENCO to complete additional referrals and assessments</p> <p style="text-align: right;">£1000</p>		<p>KT / NW</p> <p>NW</p> <p>EA</p> <p>EA</p> <p>EA</p>	<p>Ongoing</p>
Total				7885.00

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children no longer on track to achieve their potential at the end of Key Stage 2 targeted and supported through one to one and small group booster sessions in order to accelerate progress prior to statutory assessments</p>	<p>High quality, experienced TA support for pupils identified</p> <p style="text-align: right;">£1000</p>		<p>KT</p>	<p>February 21</p>

Small group support for year 3 pupils who did not achieve the required standard in the phonics screening check in order to accelerate progress and support the development of reading skills	Daily reading and close tracking of identified children. TA support to enable this to happen £1000		KR / AE	January 21
	Phonics training for Y3/4 teacher £70		KT / AE	November 20
<u>Intervention programme</u> New numeracy resource, supports those identified children in reinforcing their understanding of basic maths skills and application of number.	A resource e.g. Doodle Maths / 123maths is identified and purchased. Staff are trained and they are able to support confidently to move learning forward £900 TBC		KT	July 21
Total budgeted cost				£2970.00

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Identified children are able to access funded places at our breakfast or afterschool club to support families struggling to return to school	Funded places for identified families struggling with returning to school and who need consistency and stability at the start and end of the day £500		KT / SI	February 21
Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning	Additional online learning resources will be purchased – Reading Planet online library - to support children reading at home £475 Spelling Shed will be purchased so that children can practise spellings at home		KT	February 21

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 style="text-align: right;">£125</p> Home-learning paper packs (containing information, passwords etc.) 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 <p style="text-align: right;">£500</p>		SI	February 21
Total budgeted cost				£1600
			Total Costs of Covid Catch-Up Plan	
			£12,455	
			Cost paid through Covid Catch-Up Funding	
			£11,360	
			Cost paid through school fund	
			£0	
			Cost paid through school budget	
			£1095	