

Catch-Up Premium Plan 2020/2021

Summary information					
School	Lydiard Millicent CE Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£15,600	Number of pupils	198

Guidance
<p>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.</p> <p>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.</p> <p>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.</p>

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	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Recall of basic skills has suffered – children are not able to rapidly recall addition facts, times tables and have forgotten once taught calculation strategies.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GPS 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 additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. In addition, lack of modelled writing techniques and ideas using high quality texts as a stimulus has impacted upon writing outcomes.
Reading	Children accessed reading material during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, in KS2 a lack of comprehension and inference activities is further restricting progress and attainment and in EYFS and KS1, a proportion of sounds were missed by some pupils who had no or limited phonics teaching or access to phonic understanding, stiling fluency and impacting on the understanding of what had been read.
Non-core	There are now 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.

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></p> <p>To improve reading experiences and outcomes across the school (including: class libraries, school library, phonics scheme and interventions).</p> <p>Outcomes for Reading will be in line or better than national ARE (in fluency and comprehension).</p> <p>Staff will have further training on the teaching of reading to impact upon pupil outcomes in reading for meaning and phonics knowledge and understanding.</p>	<ul style="list-style-type: none"> • Purchase a reading scheme aligned to Letters and Sounds. £ 4,000 • Purchase further high quality texts to build up class libraries in all classrooms and storage to showcase texts available. £2,600 • Resource the teaching of reading with high quality texts and the training of staff for assessment and teaching of reading. £3,500 • Purchase of Phonics Play subscription to support with activity choices for teaching and gap filling within phases. £60 		SLT	Feb 21
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a clear understanding of gaps which remain in learning and use this to inform future planning and strategies.</p>	<ul style="list-style-type: none"> • NFER tests implemented for reading, maths and GPS. Data input in spreadsheets to identify gaps and indication of performance of pupils against pupils nationally. £ 1890 		JdS	Apr 21

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Intervention programme</u></p> <p>An appropriate reading intervention/s supports identified children in reinforcing their fluency, comprehension and skills of inference.</p> <p>Staff are confident in the teaching and assessing of reading. Barriers are identified and addressed.</p> <p>Staff are able to confidently deliver the intervention to impact upon children's ability to read.</p>	<p>Research and purchase effective interventions to support progress in reading. £ 3,500</p> <p>Staff trained in the use of intervention and they are able to deliver the intervention confidently. £ 1,500</p>		SLT	July 21

<u>1 to 1 and small group tuition</u> Identified children in KS2 will have significantly increased reading fluency and the ability to read for meaning. Structure and ideas from quality texts read will be evident in children's writing.	Trained staff to plan and deliver reading opportunities 1:1 and small group, tailored to the needs of identified children. £ 4000		HH	Apr 21
<u>Emotional Wellbeing support</u> Following the Recovery Curriculum, children have access to a range of further support to improve mental health and wellbeing, resilience and emotional intelligence.	Access to ELSA support and resources. Participation and accreditation in the School Mental Health Award £ 2,900		CS	Jul 21

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents/carers</u> Children will have greater opportunities to access learning at home. Refining of the Home Learning system supplements the school offer and will not always require parents to engage with activities, allowing the children greater independence.	Additional online learning resources will be purchased in conjunction with the Purple Mash Platform e.g. Mathletics, TT Rockstars and Spelling Shed so that children can practise number and spelling skills at home with greater independence. £ 1450		SLT	July 21
			Cost paid through Covid Catch-Up	£15,100
			Cost paid through charitable donations	
			Cost paid through school budget	£10,300