



Catch-Up Premium Plan

Summary information

School	Feniscowles Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£32,000	Number of pupils	407

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

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.

EEF Recommendations

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

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in baseline assessment.</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. 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.</p>
Reading	<p>Children had mixed experience with reading during the lockdown period. Those children with books in the home continued to read, but many were without provision. This has led to underdevelopment in phonics, decoding and fluency. Comprehension has not been developed in line with normal expectations</p>
Non-core	<p>There are now significant 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.</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>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>Teachers are able to identify appropriate next steps in phonics development. Teachers will plan for progress and impact will be monitored through half termly analysis. Gaps between expected attainment and current attainment will be closed as a result of carefully assessment and planning</p>	<p><i>Purchase and implement the Rising Stars National Test-style Standardised Assessments suite. Complete termly tests and record assessments on MARK to identify gaps an on Insight to track performance.</i></p> <p style="text-align: right;"><i>(£3500)</i></p> <p><i>Purchase and implement Phonics Tracker to assess children from EYFS to Y2 to establish clear baseline for catch up tuition and curriculum adaptations.</i></p> <p style="text-align: right;"><i>(£400)</i></p>		RA/ RW	<p>Feb 21 (interim)</p> <p>Pre phonics check analysis</p>
Total budgeted cost				£ 3900

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group phonics tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency and phonological awareness. Dips in attainment will be closed . allowing children to move onto the next stage of their education with confidence.</p>	<p>Additional Teaching Assistant employed to provided 1:1 and small group phonics tuition to Y1 and Y2 children</p> <p>£495 per week -</p> <p>Bounce back to phonics training to be provided for all support staff and intervention groups set up in LKS2</p> <p>£500</p> <p>Additional phonics resources to be purchased (home reading books) to allow children the opportunity to consolidate in school teaching.</p> <p>£2000</p>		<p>RA / RW</p> <p>RW</p> <p>RW/ BC</p>	<p>Feb 21</p> <p>Feb 21</p>
<p><u>Additional TA support accelerate learning</u></p> <p>Rapid progress is made in all areas of the curriculum. Gaps in attainment are bridged.</p>	<p>Additional TA to be employed in KS2 to provide class based targeted support</p> <p>£495 per week</p>		<p>RA</p>	<p>July 21</p>
<p><u>1-to1 tuition for reading</u></p> <p>Identified children close the attainment gap between themselves and their peers in reading</p>	<p>Implement FFT Lightning Squad reading tuition (1:1 in school tutor) for 40 children in LKS2 to close the reading gap following initial assessment (National Tutoring Programme)</p> <p>£2000 approx</p>		<p>RA</p>	<p>Ongoing</p>
<p><u>1-to-1 tuition in maths</u></p> <p>Identified children close the attainment gap between themselves and their peers in maths</p>	<p>Implement online 1:1 tuition in maths for 15 targeted children, using 3rd Space Learning (LKS2)</p> <p>£2400 approx</p>		<p>RA / JT</p>	
<p><u>Additional support for speech and language</u></p>	<p>Employ a S and L consultant via Speech Bubble to assess, deliver and train staff to overcome barriers in S and L.</p>			

Identified children receive targeted support to develop speech and language that has been underdeveloped due to lockdown	£TBC			

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> 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.	<i>Additional online learning resources will be purchased, such as Oxford Owl to support reading at home</i> £500		RA/ BC	Feb 21 Feb 21
<u>Access to technology</u> During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading fluency and independent online activities.	<i>Purchase 20 chrome books to provide a lending service to children to support with enhanced homework.</i> £4500		RA RA	Feb 21 Feb 21
<u>Summer Support</u> Opportunities in place to provide holiday catch up / enrichment sessions for targeted children. As a result, attainment gap closes	<i>Identify appropriate children in need of additional schooling.</i> <i>Employ teachers / TAs for set periods of the holiday time to provide additional tuition.</i>		RA	

	<i>Holiday clubs to include elements of sporting activity to balance academic and personal welfare.</i>			
	<i>Cost TBC</i>			