

Catch-Up Premium Plan

Summary information					
School	Linacre Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£12k TBC	Number of pupils	165

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> <p>Should further funding be required for additional teaching and interventions then school plans utilise any available Pupil Premium grant.</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 – Core areas – knowledge – skills – confidence.

Reading	Children accessed very little reading during lockdown. This would due to many homes not having many books at home and therefore we have seen children regress in their fluency, interest and stamina. The gap has significantly widened for children who were less fluent in their reading before lockdown and those children that read widely. The bottom 20% are a real concern but we believe that reading across the school is a real priority, including developing a sense of reading for pleasure.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Writing stamina was a concern before lockdown and with little or no writing since March this has weakened their skills as a writer. Grammar, vocabulary and punctuation have also weakened leading to a lack of fluency in writing. Motivation to write is critical as well as developing confidence as a writer.
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children have not regressed as much as in reading and writing but are 'behind' having missed summer 2020 curriculum. Recall of basic skills has suffered – children are not able to recall number bonds, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. Confidence in maths needs to be tackled and for children to enjoy being mathematical problem solvers.
Non-core	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.
Routines	Most children are delighted to be back in school and responding well to the routines and structures with a growing thirst for learning. Some children have had little or no structure at home during lockdown with little work completed. Some of these children initially struggled returning to school. Some parents struggling with the return to school- attendance and punctuality. They have concerns about Covid (some genuine and some possibly not).
Pupil dispositions	Vast majority of children are excited to be back in school and are dedicated to their learning. There is a positive vibe around school and children want to do their best. There is a new behaviour reward system in place and most are responding very well to this.

This funding will be carefully planned and spent to readdress the balance/gap in our children's learning.

We have identified where the biggest gaps are and we believe that reading and phonics are our priority areas. We are focusing on quality teaching and learning in all classrooms as well as providing interventions to narrow the gap.

With national lockdown in place (November 2020) high numbers of staff are unable to work on site, plus other staff with other absences, means intervention has been difficult to deliver. For this reason we now plan to utilise some of the Catch Up funding to redeploy some key staff in school to deliver some intensive interventions .

Following a review of timetables we have ensured that our curriculum offer is reading, writing and maths intensive. We are promoting writing across the curriculum. We are also considering whether interventions can be delivered in the classroom- maths.

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 and how they will be measured.	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>School will begin its journey to become an accredited Thinking School.</p>	<p>Thinking School will focus on a consistent approach to learning across the school supporting children to be resilient learners who feel empowered and enthusiastic towards their learning across the curriculum.</p> <p><i>(£1000)</i></p>		EG/Drive Team	July 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 and implement the NFER suite. Complete termly tests and record assessments on curve to identify gaps and to track performance. From this interventions can be planned for.</p> <p><i>Purchased through PP- no cost</i></p>		JC/EG	Dec 20 Mar 21 June 21
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Linacre have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>Due to many children joining Reception but being new to Linacre we created and delivered transition packs to home. We carefully planned their transition and had additional staff in at the beginning to support our new starters.</p> <p><i>(500)</i></p>		NM	Sept 20
Total budgeted cost				1500

ii. Targeted approaches

Desired outcomes and how they will be measured	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.	Nov-mid Dec Teacher to focus on 1:1 Catch Up phonics in Y2. 2pm x each week Jan-Feb Teacher to focus on 1:1 Catch Up phonics in Y2 until mid-Dec. 2pm x each week (2,500) Nov-Feb TA 3pm x week 1:3 catch up phonics Y1,Y2,Y3 (1500) Jan- March Teacher to focus on 1:1 reading comprehension in Y3 and Y4 2pm x each week (2,500) Tutor Trust reading in Y5. 12 pupils 1:3 across 15 weeks Nov-March (£1000)		NM NM KB AH	Feb 21 Feb 21 March 21 March 21
<u>Intervention programme</u> An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.	School had planned to fund Catch Up Numeracy through additional hours however this is currently possible due to CEV staff.	Intervention is key however school is struggling to deliver due to CEV staff who would normally provide interventions. School now looking at the possibility of teachers providing some form of intervention in the classroom.		n/a
<u>Extended school time</u> School considered this approach but when something similar had happened before children were uncooperative as they didn't want to be in school longer than the school day. Parents often weren't committed to the additional time and therefore it was felt that this was not the most effective strategy.	It was felt that setting homework via Google Classroom and providing activities at home, such as Doodle Maths, would be more effective use of spending rather than paying for staff to provide 1:1 tutoring and children be disengaged or not come.			n/a

Total budgeted cost	7500
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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. 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.	<i>Additional online learning resources will be purchased, such as RWI, Doodle Maths.</i> <i>School to see Spelling Shed could be purchased so that children can practise spellings at home.</i> £2500		SLT	Feb 21
	<i>2 week home-learning paper packs 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.</i> £500		SLT	Feb 21
<u>Access to technology</u>)			
Total budgeted cost				12000
		Cost paid through Covid Catch-Up		12000
		Cost paid through charitable donations		

	Cost paid through school budget	