

Catch-Up Premium Funding Plan Leamington Community Primary School



| Summary information | | | | | |
|----------------------|-------------------------------------|-------------------------------|---------|-------------------------|-----|
| School | Leamington Community Primary School | | | | |
| Academic Year | 2020-21 | Total Catch-Up Premium | £33,280 | Number of pupils | 416 |

| Guidance | |
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| <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 year's 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"> <input type="checkbox"/> Supporting great teaching <input type="checkbox"/> Pupil assessment and feedback <p>Targeted approaches</p> <ul style="list-style-type: none"> <input type="checkbox"/> One to one and small group tuition <input type="checkbox"/> Intervention programmes |

| Identified impact of lockdown | |
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| Maths | 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'. 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 ongoing assessments. |
| Writing | 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. |
| Reading | Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, children are less fluent in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. Focus in Y1 on children blending and common exception words, Y2 identifying digraphs and decoding unfamiliar words. Y3 gaps in phase 2 and 3 phonics with Years 4/5 and 6 focusing on fluency. |
| 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 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) | | | | |
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| i. Teaching and whole-school strategies | | | | |
| Desired outcome | Chosen approach and anticipated cost | Impact (once reviewed) | Staff lead | Review date? |
| <u>Supporting great teaching:</u> 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. | LP working with subject leads and class teachers to identify the gaps and essential knowledge. Units reduced and essential knowledge to allow a recapture of the curriculum. | | SH | Feb 21 |
| <u>Teaching assessment and feedback</u> 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. | Continue to developing verbal feedback marking and ongoing daily assessment. Review and complete integrated tasks with subject leads and LP. To record assessments on target tracker to track performance. | | JW | July 21 |

| ii. Targeted approaches | | | | |
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| Desired outcome | 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. 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. | Employ extra teachers in Years 1/2/3 and 5 to enable quality first teaching and targeted support/interventions. Learning support officers trained in School Improvement Liverpool Catch-Up interventions in reading and maths. (£76,900) | | SH | Feb 21 |
| | Additional release time and training to support the delivery of the SIL Catch up programme. (£750) | | SH | Feb 21 |
| <u>Resources</u> Identified gaps in phonics and spellings are plugged and identified children are able to read fluently. They will be confident readers and writers. Children have a greater understanding of scientific investigations and have time to practise these skills through high quality targeted whole school intervention. | Purchase extra resources for Read, Write, Inc and Fresh Start spelling intervention. Children have access to high quality resources to plug gaps. (£900) | | JE/JW | Feb 21 |
| | Provide extra resources for a Science Investigations week as identified in the gaps analysis for Science. Also investigate Developing Experts Science scheme and resources. (£500) | | SD/LC | Feb 21 |
| Total budgeted cost | | | | £79,050 |

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| Cost paid through Covid Catch-Up | £33,280 |
| Cost paid through school budget | £45,826 |
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