

Leighterton Primary School

Catch Up Premium Plan

Summary					
School	Leighterton Primary School				
Academic Year	2020-2021	Total Catch Up Premium	£7600	Number of pupils	95 at time of census (93 on roll)

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 the 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>School's 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 at Leighterton Primary School	
Mathematics	<p>Where there was varied interaction with home learning during the first national lockdown, children do not have the depth of learning and understanding of processes that we would expect, including recall of knowledge and calculation facts.</p> <p>Units of work were rearranged to support home learning and maths subject leader and class teachers have reordered these to ensure children have been taught the breadth of mathematics for their year groups.</p>
Reading	<p>Many of our children regularly read at home during the first national lockdown. This is something that was more accessible for families and required less teacher input. Although many children read, they did not have the opportunity to encounter high quality texts and discussion with teachers and peers which supports and extends comprehension. Children are less fluent in their reading and the gap between those children that read widely and those children who did not is now increasingly wide.</p> <p>The majority of children in Years 1 and 2 attended school from 1st June 2020 when they were in Reception and Y1 and phonics was a focus before the summer.</p>
Writing	<p>Children have lost some fluency in their writing and children in KS1 have missed the consolidation of letter formation and early joining skills. Those who have maintained writing throughout lockdown are less affected. However, those who did not 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. Work will also need to be done on spelling to secure spelling patterns and rules.</p> <p>Children in EYFS and KS1 need to practise formation of single letters.</p>
Non-core	<p>Children have missed out on the teaching of some units of work and gaps have been identified by subject leaders and class teachers. We recognise that it will not be possible to complete and catch up the missed curriculum but the team are aware of what has been missed and some of the concepts/ skills will be dove-tailed into the curriculum moving forward.</p>
Emotional and Wellbeing	<p>Children's experiences during the lockdown varied dramatically. There have been some children who have been identified by parents, teachers and external support workers as having suffered through the time school was closed. The children were extremely positive about returning to school and all staff are aware of the need to remain vigilant and to provide support for the children's emotional health and wellbeing as needed.</p> <p>Some children have had less opportunity to be active during the period of school closure.</p>

Planned expenditure – The headings below are grouped into the categories in the Education Endowment Foundation’s coronavirus support guide for schools

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> Continue to improve the quality of teaching across the school. CPD to support quality first teaching, particularly focussing on delivering curriculum content in small steps so that understanding and vocabulary are embedded. Regular review of this to aid deeper learning.</p> <p>Subject leaders to identify gaps in curriculum knowledge across the curriculum and support teachers to plan when and how content can be covered.</p> <p>Participate in GLOW maths hub on Embedding Teaching for Mastery in maths.</p> <p>Weekly forest school.</p> <p>Summer term focus on GHLL 5 Ways to Wellbeing.</p>	Quality CPD and cover while staff attend this.	Some of the courses booked have taken place and some have been postponed. Strategies taken from the CPD that has taken place have been put in place and impact is being seen throughout the school. (£100)	MH	Spring 2021
	During teacher meeting time, teachers meet to identify gaps and plan how the content can be covered in other year groups.	The gaps in the curriculum have been mapped by subject leaders. Where these gaps can be taught in other year groups, they have been planned into our curriculum.	Subject leaders	October 2020
	Maths SL to participate in and embed teaching for mastery in maths. SL to lead staff meetings to feedback to teachers.		LB	Summer 2021
	Mr Oakey to work with each class weekly on cross curricular forest school activities and provide quality CPD for teaching team.	There has been another national lockdown since implementing this plan and forest school activities have really helped all children with mental wellbeing and returning to school.	JW/ CO	Spring 2021
	AP to introduce during staff meeting and teachers to use lessons to support childrens’ wellbeing.		AP	Summer 2021
<u>Teaching assessment and feedback</u>				
Effective use of assessment to identify missed and forgotten learning in maths, reading, writing and phonics.	Regular and ongoing assessment in maths, reading, writing and phonics,		Teaching team	September 2020 and

<p>Once children have settled back in school, assess them using formal and standardised assessments and record on our assessment tracker and analyse the data. Use the analysis to plan whole class, small group and individual teaching.</p> <p>Monitor and evaluate outcomes and quality of implementation and intervene where needed.</p>	<p>and evaluation of outcomes to inform planning, teaching and small group / individual intervention.</p> <p>Use PIRA and PUMA to assess children in KS1 and 2 and analyse these.</p> <p>Use ongoing assessment to support the planning of teaching</p>			<p>ongoing</p> <p>October 2020, Feb 2021 and June 2021</p> <p>July 2021</p>
<p><u>Transition support</u></p> <p>New children and their parents feel confident when the children start school.</p> <p>ELSA support is available, if children need extra support returning to school/ moving to a new class.</p>	<p>During the first INSET day in September, invite new children and their parents in for individual appointments to meet the teacher and see the classroom.</p> <p>Induction for reception to take place over several weeks as induction during the summer term was not possible.</p> <p>Additional ELSA time is available for any child who needs it.</p>	<p>Children settled well into full time schooling by building up the hours they were in school.</p>	<p>MH/ RH</p> <p>TM/ Teaching team</p>	<p>September 2020</p> <p>July 2021</p>
<p>Total budgeted cost from catch-up funding</p>				

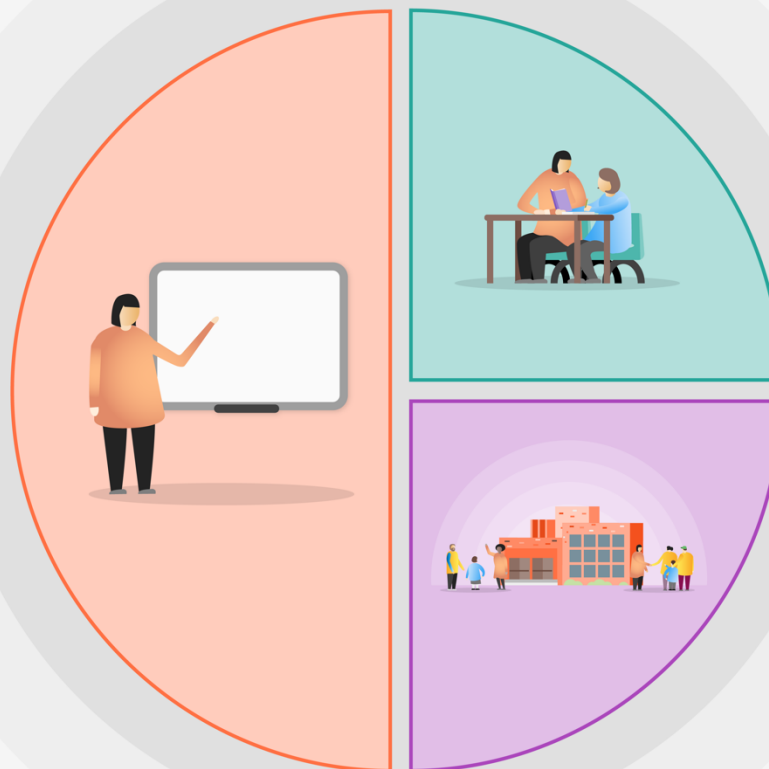
Targetted academic support				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p>1-1 and small group tuition</p> <p>Use of TAs in the classroom to enable small group work with teaching team so that effective interventions close gaps in learning.</p> <p>Additional teaching hours to lead</p>	<p>Precision teaching/ monitoring, additional reading support, letter formation practice/ maths practice. (£2500)</p>		<p>MH</p>	<p>Spring/ Summer 2021</p>

interventions for individual identified children and small groups on personalised learning programmes to close gaps. This will be planned and reviewed on a six weekly basis.	Targetted 1-1 and small group reading. Interventions to be planned according to individual children's needs. (£4000)			Every 6 weeks
<u>Intervention programmes</u> Personalised intervention programmes used to close learning gaps for identified children. ELSA to support children with individual needs.	Ongoing assessment is used to identify children who need personalised learning programmes and additional teaching hours will support these children to close gaps. (£500)		MH	Every 6 weeks
Total budgeted cost from catch-up funding				

<u>Wider strategies</u>				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Parents will have wider opportunities to to communicate with the teaching team from home. Class email addresses will be set up so that parents can liaise with the teaching team.	Parents are able to contact the teaching team directly via email. Meetings can be set up via the phone or online platform.		MH	Spring 2021
<u>Access to technology</u> Online platform is used for learning, where needed. Devices, dongles and SIM cards are sourced for families to borrow, if remote learning is required.	Microsoft Teams is installed using DfE grant and training is given to teaching team to develop skills. Barriers to access remote learning are removed.	Teams is installed on all computers and children and staff used this daily during the national lockdown. 26 laptops were bought via a successful grant application. These were used by children in school, home learning and staff during the lockdown. Extra wifi and SIM cards were sourced for families to use during the lockdown.	MH	Spring 2021
Total budgeted cost from catch-up funding				

1 Teaching

- CPD to support quality first teaching, ensuring that content is broken down into small steps and vocabulary is embedded.
- Subject Leaders and Class teachers work together to identify missed content and plan when it will be taught.
- Participate in GLOW maths hub on Embedding Teaching for Mastery in maths.
- Use assessment to identify missed and forgotten learning in reading, writing, phonics and maths.
- Weekly forest school.
- Summer term focus on GHLL 5 Ways to Wellbeing.
- Monitor and evaluate outcomes and quality of implementation and intervene where needed.



2 Targeted academic support

- Additional member of the teaching team to work with individual children and small groups on personalised learning programmes to close gaps.
- Use of TAs in the classroom to enable small group work with teaching team.
- ELSA to support children with individual needs.
- Deployment of TAs to support the children with the greatest needs.

3 Wider strategies

- Class email addresses are set up for each class.
- Devices, dongles and SIM cards are sourced to remove barriers to access to IT.