



Catch-Up Premium Plan

Flintham Primary School



Summary information					
School	Flintham Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£7,720	Number of pupils	96

Guidance

Children at Flintham 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 is 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	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 and solutions following lockdown

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' through lack of application and missed teaching. During lockdown we switched to White Rose Maths as their videos supported parents with the teaching input and the resources matched our style and method of teaching. We agreed to continue with WRM to ensure continuity if bubbles close and because for 2020/21 their curriculum has a catch up element built within each lesson. 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 mini WRM assessments. Interventions are based on pre and post teaching in relation to the WRM lessons that week.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they did lose 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 – stamina in September was the biggest hurdle to moving forward. Children were simply not used to writing at any length. Practise was the key way to overcome this, alongside initiatives such as a whole school writing project based around a film clip.
Reading	Children accessed reading during lockdown more than any other subject – some parents continued to collect books but the majority used the on-line books we directed them to and also the widely available audio books. 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 do not is now increasingly wide. The bottom 20% of readers have been disproportionately affected and more one-to-one reading sessions have been taking place. Teachers adapted their guided reading sessions to ensure appropriate texts and level of questioning could be accessed. The teachers undertook a phonics assessment of every child in school from Reception to Year 6 to measure gaps in phonic knowledge and provide bespoke interventions and adapt spelling lessons. Salford Reading Comprehension assessment was purchased to provide standardised scores for reading accuracy, reading comprehension and reading age. Nessy licences were purchased for specific children in KS2 to allow them to access daily reading and spelling practice independently.
Non-core	There are some 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. As a school, we have chosen not to cut back on the curriculum at all – catch-up in core areas is being done through interventions or in reading and writing related to our topics (science, geography and history in particular). We feel that some children have found re-integration difficult and more children than previously were suffering with low level anxiety, we increased the number of children accessing ELSA sessions. The children have coped brilliantly with keeping in their playtime bubbles and enjoy the rota of playground zones. Nearly all children needed little reminding of how to play wisely and enjoy being with each other. Each class chose a new playground equipment pack. Weekly Celebration assemblies via Teams have brought the school together and our high expectations of behaviour and work have been re-introduced and reinforced.

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	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting great teaching:</u></p> <p>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. Each teacher gave a list to the next teacher of the units that remained untaught in SPAG, science, maths and topic areas.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and we supplement our maths teaching with extra opportunities to reason and explain by using Gareth Metcalf maths</p>	<p><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p><i>We are supporting this in-house and not using supply to cover. No cost against covid funding.</i></p> <p><i>The RWI subscription supports great teaching in phonics as it includes CPD</i></p> <p style="text-align: right;">£250</p>		CA	Feb 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><i>Using WRM assessments in maths. (Funding against maths rather than catch-up)</i></p> <p><i>Complete termly tests and record assessment.</i></p> <p><i>Use Macmillan Reading assessments.</i></p> <p><i>LBQ – for gaps in Y5 for reading and maths – whole class</i></p> <p style="text-align: right;">LBQ £200</p>		CA	July 21
<p><u>Early reading</u></p> <p>School had a system in place matching existing books to our phonics scheme but with some children not engaging in reading at home during lockdown we have more specifically needed a complete match against our phonics for specific children</p>	<p><i>Books to completely match RWI to ensure those who are behind in reading can catch up with a stronger home / school partnership</i></p> <p style="text-align: right;">£600</p>		LG	

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition/interventions reading</u></p> <p>Identified children will have significantly increased rates of reading fluency and appropriate intonation. 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.</p> <p><u>1-to-1 and small group tuition/interventions maths</u></p> <p>Identified children will have greater fluency in arithmetic and identified gaps will start to be filled.</p>	<p><i>A teacher will be used for reading fluency and comprehension in KS2 to mirror VIPERS (using pre and post teaching (see below for costs). Cost of Vipers listed separately to cost of delivering the intervention</i></p> <p><i>RWI subscription bought as it now has a tutoring program for children's catchup and it allows us to differentiate the children without them mixing bubbles.</i></p> <p><i>Vipers purchased</i> <i>Pre and post teaching strategies will be used for WRM based on specific interventions required at point of teaching (see below for costs) Teachers and TA's will deliver</i></p> <p><i>Dancing Bears delivery to support reading catchup in KS1</i></p> <p><i>LBQ will help identify and plug gaps (as a class and in 1:1 and small group interventions)</i> <i>(sum included above)</i></p>		CA	Jan 21 April 21

Actual costs

Costs of 1:1 and small group interventions for Autumn term and appropriate packages and books to use alongside this support:

	Total Autumn	Total Spring	Total Summer
Teacher time	£1820	£3120	£2388
TA	£100	£1547	
TA	£253.50	£591.50	
Vipers	£150		
Books for early phonics to catchup	£600		
RWI	£250		
LBQ	£200		
Supply	£1500	£1500	£1500
Term total	£4873.50	£6758.50	£3888
Running total by term	£4873.50	£11632	£15520
Supply costs are for where supply is used for COvid related concerns to ensure quality first teaching continues.			