

Catch-Up Premium Plan

Lodge Primary School

Summary information					
School	Lodge Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£33,360	Number of pupils	460

Guidance
<p>Children and young people across the country have experienced and continue to experience 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>

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	
Maths	<p>Specific content has been missed, leading to gaps in learning. Children still enjoy their maths lessons and lockdown has not affected their attitudes however they are quite behind in aspects of their maths learning.</p> <p>Recall of basic skills has suffered – many children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p>
Writing	<p>Children have lost time practising essential writing skills. SPAG subject specific knowledge has suffered, handwriting including formation of letters leading to a lack of fluency in writing. Those who have maintained writing throughout lockdown are less affected, however those who 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 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. Our reading assessments indicate that across the school, the difference between children reading at or above their chronological age in February 2020 compared to October 2020 is 13%.</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>

i. Targeted approaches					
Desired outcome	Chosen action/approach	Cost	Impact (once reviewed)	Staff lead	Review date?
<p>English <u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency. 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, enthusiastic readers and dips in reading attainment will be negated. Their knowledge and understanding of early reading skills will improve, and gaps will be closed.</p>	<p>Reception Phase AHT to work one extra day per working week to lead, organise, plan and teach targeted interventions with focus children.</p> <p>Key Stage 1 Agency teaching assistant to be brought in to support Year 1 in class, thus releasing our substantive Year 1 teaching assistants across the academic year to work with focus children in Year 1 to develop reading skills. The focus will be on early reading skills including phonics and the teaching of high frequency words. Our writing focus is on writing sentences using phonics and knowledge of high frequency words to develop fluency. The use of our own staff will ensure that gaps in learning are closed quicker due to prior knowledge of our routines and established relationships with the children.</p> <p>Key Stage 2 Agency teaching assistant to be brought in to support Year 6 children in class. This will release our leading practitioner to support focus children in Year 5. The focus will be on the development of reading skills.</p>	£8,560		GM	Feb 21
		£12,400		TK	Feb 21
		£12,400		NS	Feb 21
<p>Mathematics <u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased their understanding and confidence in maths with a specific focus on the improvement of number skills.</p>	<p>Reception Phase AHT to work one extra day per working week to lead, organise, plan and teach targeted interventions with focus children.</p> <p>Key Stage 1 Agency teaching assistant to be brought in to support Year 1 in class, thus releasing our substantive Year 1 teaching assistants across the academic year to work with focus children in Year 1 to develop maths. The focus will be on early maths skills following the White Rose scheme and closing gaps in number. The use of our own staff will</p>			GM	Feb 21
				TK	Feb 21

	<p>ensure that gaps in learning are closed quicker due to prior knowledge of our routines and established relationships with the children.</p> <p>Key Stage 2</p> <p>Agency teaching assistant to be brought in to support Year 6 children in class. This will release our leading practitioner to support focus children in Year 5. The focus will be on the improvement of number skills using the White Rose scheme and developing children's fluency in times tables.</p>			NS	Feb 21
Total budgeted cost					£33,360

ii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>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.</p>	<p><i>Additional online learning resources will be purchased, such as MyON to support the children's reading at home.</i></p> <p style="text-align: right;">£2500</p> <p style="text-align: right;"><i>(inc. additional packs as required to support the children)</i></p>		CC	July 2021
Total budgeted cost				£2500
			Cost paid through Covid Catch-Up	£33,360
			Cost paid through school budget	£2500
Total cost				£35,860