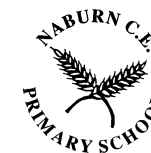


Catch-Up Premium Plan

Naburn CE Primary School



Summary information

School	Fishergate Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£3,840	Number of pupils	48

Guidance

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.

Schools' allocations have been 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

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](#).

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

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.

EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

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. It is traditionally a strength of our school. 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. Comprehension skills have been impacted as has attention to reading and reading stamina.</p> <p>Current Y1 and Y2 children require support and intervention to catch up with phonics (especially before the autumn term screening check for Y2).</p>
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still enjoy maths learning, however some are 'behind' in terms of normal expectations for their age and year group.</p> <p>Children across school have large gaps in their mental maths abilities, which is hindering them from access the full maths curriculum.</p> <p>Children in KS1 have forgotten how to form numbers.</p> <p>Across school, children have a reduced resilience to problem solving, and reduced communication skills to explain their methods, leading to issues with seeing relationships between number and situations.</p>
SPAG	<p>There are significant gaps in knowledge in the areas of SPAG, particularly at KS2. A renewed focus, alongside improvements to phonics teaching, will impact the quality of writing, and improve end of year outcomes.</p>
Writing	<p>Letter formation, handwriting and presentation is a significant area of weakness. Difficulties to be addressed to improve progress and achievement in writing.</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.</p> <p>Children have also missed out on curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p> <p>Summer term units from 2019/20 academic year have not been covered.</p> <p>Children are emotionally weak, show less resilience and have more limited focus.</p>
EYU	<p>Our children in Early Years have missed out on at least a term of play-based learning and experiences (either at pre-school or during their FS2 year). A particular weakness is phonics.</p>

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 and anticipated cost	Impact (once reviewed)	Staff lead
<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.</p> <p>Skilful action planning in core subjects will ensure that gaps are plugged and the previous year's work is revisited whilst still addressing the current year's objectives.</p> <p>Flexible grouping – pupils are allocated to smaller groups based on individual needs that they currently share with other pupils – for example more explicit instructions, pre-teaching or mopping-up.</p>	<p>£330 towards additional time for teachers to research and plan Maths, English and non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</p> <p>Phonics books to support reading for early readers throughout school £4 x 13 =£350</p> <p>CGP Y6 SPAG books £2.50 x20 =£50</p> <p>£328 towards cost of TA in KS2 for summer term to maintain smaller groupings and interventions</p>		LB, KW
<p><u>Pupil 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>Complete end of unit NFER tests in November, March and June and record on OTrack £600 to identify gaps and track performance</p>		
<p>Total budgeted cost</p>		<p>£ 600 1058</p>	

ii. Targeted academic support				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Intervention Programmes</u> Additional TA support will allow for greater use of tailored intervention programmes in all core subjects (reading, writing and mathematics). It will also be used to support SEMH needs.</p>	<p>Small group interventions include:</p> <ul style="list-style-type: none"> - Phonics intervention - Handwriting - Fine motor skills - White Rose revisits - Times tables intervention - SEMH (with headteacher) <p>1:1 intervention includes:</p> <ul style="list-style-type: none"> - Hearing readers - Phonics <p>Additional teacher hours to enable focused teaching to KS1. 1 day per week for Summer 2 Additional hours for teacher Full days x6 =£1223</p> <p>Additional teaching assistant 2 hours per week for Y3/4 May, June, July =£161</p> <p>Playdough/grip pencils and other EYFS resources for children needing support £50</p>		<p>KW</p> <p>AM</p> <p>RN</p> <p>BC</p>	<p>July 2021 then again January 22</p>
Total budgeted cost		£	1434	

iii. 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>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.</p>	<p>Subscription to Seesaw to facilitate communication (free for basic package)</p> <p>First day home-learning paper packs are printed and ready to distribute for all children. Stationery packs have been purchased and set aside for children to take home when home-learning occurs £100</p> <p>White Rose Maths workbooks which marry up with the online learning £1148</p> <p>Home learning packs produced for pupils with SEND and other children who cannot access the online learning £100.</p>		<p>July 2021 then again January 22</p>
<p>Total budgeted cost</p>	<p>£</p>	<p>1348</p>	

	<p>Total cost</p>	
	<p>Cost paid through Covid Catch Up Grant (£3840)</p>	<p>3840</p>
	<p>Cost paid through school budget</p>	<p>600</p>