

Foxton Primary School

Catch-Up Premium Plan

Summary information					
School	Foxton Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£7,740	Number of pupils	93

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.

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 of lockdown

Maths	<p>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'.</p> <p>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 arithmetic assessments.</p>
Writing	<p>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 with 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.</p>
Non-core	<p>There are 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>

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	Review date?
<p><u>Supporting great teaching:</u></p> <p>The foundation subject 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><i>Additional time for teachers to research and plan non-core subjects.</i></p>		PC	Apr 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>Use the Headstart Standardised Assessments suite. Complete termly tests and record assessments to identify gaps an on Insight to track performance.</i></p> <p style="text-align: right;">£640</p>		PC	Sept 20 March 20
<p><u>Transition support</u></p> <p>Children who are who are beginning their schooling with have an opportunity to become familiar and confident with the school. New Year 1s settle back into school and transition into Class 1.</p>	<p><i>Year 1s begin their day in the Fox Cubs classroom then move to Class 1 after break. Staggered start for all new-starters. Additional time is made so the teachers can meet with their new starters and their parents so that they confident in joining school.</i></p>		PC	Sept 20
<p><u>Classroom Support</u></p> <p>TA and LSA support organised to enable 'class bubbles'.</p> <p>Greatest amount of TA support in Class 1.</p>	<p><i>Fox Cubs – SS and KC Class 1 – AT and SB Class 2 – AC and KW Class 3 – JO and KS</i></p>			
Total budgeted cost				£ 640

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 reading assessments</u> Some children will have significantly increased rates of reading fluency and understanding. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding.	<i>Reading Benchmarking materials used to check children's reading band.</i>		KF	Oct 20
<u>Intervention programmes</u> A number of Year 4 children have specific learning difficulties which are more noticeable since lockdown. Expert teaching required and strategies for follow up work with LSA given. Small group tuition for children in Years 3, 4, 5, 6 for English and Maths for 9 weeks. Children who are disadvantaged and significantly behind to receive a block of tutoring through the National Tutoring Programme. KS1 and KS2 block for English tuition 15 x 1 hr sessions over three weeks.	<i>Michelle Leah in school for 1 to 1 teaching and feedback and training LSA for follow up work.</i> <i>(£175 / session)</i> <i>Support teacher to work with Year 3 & 4 for two days a week and with Year 5 & 6 for two days a week.</i> <i>(£185 / session x 4 x 9 £6,660)</i> <i>Tutor from the National Tutoring Programme to be in school for 15 consecutive school days.</i> <i>(£214 x 2 / block £428)</i>		PF PC PC	July 21 July 21 Apr 21
			Total budgeted cost	£7,903

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	Cost paid through Covid Catch-Up	£7,740
	Cost paid through school budget	£163