



Lanesfield Primary School Catch-Up Premium Plan

Summary information					
School	Lanesfield Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£14380	Number of pupils	297

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 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
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Identified impact of lockdown

<p>Maths</p>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. The lack concrete resources at home to support different concepts has also had an impact; therefore, a significant number of children are not at age related expectation. Recall of basic skills has suffered – children are not able to recall addition and subtraction facts, times tables and have forgotten once taught calculation strategies. This has been reflected in arithmetic assessments, LA assessments and Times Tables Checks.</p>
<p>Writing</p>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths; however, they have lost 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 (Home learning predominately ICT based) 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>
<p>Reading</p>	<p>Children accessed reading during lockdown more than any other subject, due to live phonic lessons in KS1 and ICT programs such as Bug Club. This is something that was more accessible for families and required less teacherinput. Reading Recovery and BRP continued virtually. 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. The bottom 20% of readers have been disproportionately affected.</p>

Non-core	Although a full curriculum was taught, not all children accessed home learning. There are now significant gaps in knowledge – whole units of work have not been accessed 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.
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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>Phonics Recovery Programme</u> Quality of T&L in phonics is incredibly strong, but those children who did not access home learning, have missed vital phonics teaching. In order to address phonics gaps, all children to be reassessed when they return to school and grouped accordingly. This is also to be consistently monitored. Phonic groups will be taught in year group bubbles. Children to be identified for intervention and 1:1 intervention to be re-established. All children will receive phonic books weekly to read at home. Create a sequence of 10 minute videos that follow the sequence of RWI (set 1, set 2 and set 3 sounds) planning to model phoneme, blending and segmenting in words.</p>	<p>A sequenced programme of Phonic Interventions that are accessible to staff across the school to support provision mapping.</p> <p>A bank of recorded phonic videos to support the sequence programme of Phonic Interventions that model high quality instruction.</p> <p>Resources accessible to every teacher/ TA and accessible at home enabling intervention to happen in school and then be consolidated at home.</p> <p>Live Phonic lessons.</p> <p>Plus RWI Consultancy package</p> <p style="text-align: right;">£2100.00 RWI</p>		KS1 Phase leader	July 21
<p><u>Mathematics Recovery Programme</u> Quality of T&L in mathematics is strong, but children have missed vital mathematics teaching. In order to address gaps, develop a structured, intervention for Numeracy that can be delivered through catch-up in one-to-one or small group sessions by teaching assistants. Medium term planning to be mapped by all teachers to identify missed learning. Time-tabled slots for TTRS, Tackling Tables, number blocks, number bots and Century. LA training to be delivered on how to use the NCTEM to deliver high quality lessons. Tackling Tables training to all staff. Use of LA assessments termly to assess progress and identify gaps in learning.</p>	<p>A sequenced programme of Numeracy Interventions that are accessible to staff across the school to support provision mapping.</p> <p>Additional LS KS2 (10hrs) £4500.00</p> <p>A bank of recorded live lessons and voice notes to support the teaching of numeracy, that model high quality instruction, that can be used at home to consolidate learning.</p> <p>Resources accessible to every teacher/ TA and accessible at home, enabling intervention to happen in school and then be consolidated at home</p>		UKS2 Phase leader	July 21

<p>Year 5/6 lesson study to be carried out with Maths lead.</p>				
<p>Supporting great teaching – Reading and Writing support</p> <p>Update class lists to provide children with more opportunities to read high quality, diverse books at school and at home to address reading gaps. Use accelerated reader and bug club, so that all children have access to 1000s of books online to ensure they can access books at home when required. Reading recovery and BRP to continue. All staff to receive ECHO Reading training delivered by LA. LA baseline and termly assessments will identify gaps in learning and</p>	<p>Purchase the Accelerated Reader licences and Bug Club to give children access to E-books and termly reading assessments.</p> <p>A.R. Licences for KS1 + KS2 £2,165.00 Bug Club £1,036.00</p>		<p>Head</p>	<p>July 2021</p>

<p>measure progress. The data will be used to identify future teaching and interventions.</p> <p>All children will have access to their correct phonics home reading book for their stage of learning, there are enough copies in school to support staff when quarantining books. This supports children to make rapid progress against their phonics target and to ensure they change books regularly.</p> <p>Ensure handwriting is being taught.</p> <p>Use of targets to assess writing and moderate 6 pieces of independent writing.</p>	<p>Purchase additional phonics books from for home readers in KS1.</p> <p style="text-align: right;">£1,500.00</p>		<p>Deputy and KS1 lead</p>	<p>July 21</p>
Total budgeted cost				£11,301.00

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Intervention programme: 1-to-1 and small group tuition using LS for all year groups to ensure early intervention</u></p> <p>Identified children who have fallen behind will have regular catch up sessions with an LS to support academic outcomes in either English or Maths – this will be 1-1 or small group. As a result, those pupils make accelerated progress to close the gap with their peers and other pupils nationally. Any pupils who have fallen behind resume previous levels of progress seen prior to lockdown and school closures.</p> <p>Children to be identified for Lexia</p>	<p>LS timetables to be revised to ensure all classes have access to LS.</p> <p>Catch up groups will operate throughout day for Reading, writing and Maths catch up.</p> <p>LS to be hired for 1:1 support in year 6. £2,000.00</p> <p>LS to run after school coaching for year 6. £2,500.00</p> <p>Lexia license renewed.</p>		<p>Deputy</p>	<p>July 21</p>

<p><u>Intervention: Social, Emotional, Mental Health (SEMH) pupils and staff</u> Identified children who require support with SEMH are supported by Switch helping them to form positive relationships, boost their self-confidence, as a result they become more engaged with their lessons, academic and personal outcomes improve</p> <p>Ensure work is done around transition to Secondary schools and teachers meet with new schools, to discuss and identify those children who will need extra transition support.</p> <p>Drawing and Talking, Lego therapy and Sumo interventions to be used for identified children.</p> <p>Staff to take part in online training to support those children who have suffered loss during lockdown.</p> <p>Well-being focus on return to school. Reading books to be used to support this.</p>	<p>Switch program to be run in upper key stage 2. £1,000.00</p> <p>Ensure resources are shared with learning support to carry out specific interventions.</p> <p>Continued partnership with Leadership Edge.</p> <p>Educare license</p> <p>Increased Ed Psy time to support specific Yr6 pupils with transitions £1,500.00</p> <p>Books purchased £500.00</p>		<p>Head Deputy</p>	<p>July 21</p>
Total budgeted cost				£7500.00

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?

<p><u>Access to technology: Access to remote learning</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>Lower Key Stage 2 to have 1:1 Ipads. This will mean that all KS2 children have access to an iPad that can be used at home. Some KS1 children to receive iPads.</p> <p>Use of Showbie to deliver online lessons to all children. Work and lessons will still be uploaded, even when the children are in school, so that learning can be consolidated at home also.</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>Purchase of: Education City. Century Bug Club AR Lexia TTRS TT Phonics apps Showbie (additional licences) £2,000.00</p> <p>To complement home learning, materials available in our digital classrooms provide high quality resources that support learning both in and out of school.</p>		Head	July 21
<p><u>Brilliant Club to be run in Year 5</u></p> <p>To continue with school's vision of World of Work, giving high aspirations to our disadvantaged children.</p> <p>An introduction to life at university and the courses on offer.</p> <p>The chance to participate in university tutorials and work alongside a PhD tutor to learn about anthropology.</p>	<p>Sign up the Brilliant club and carry out with 12 year 5 pupils in the Summer Term. £2,180.00</p>		Deputy	July 21
Total budgeted cost				£4180.00
Total cost for all catch up support				£22,981.00
				Cost paid through Covid Catch-Up £14,380.00

	Cost paid through school budget	£8,601