

Catch-Up Premium Plan

Lacock Primary School

Summary information					
School	Lacock Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£5,760	Number of eligible pupils	72

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 hits. 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 will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil from FS2 to Year 6.

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 catchup 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. 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>In the first instance, we will deploy our own staff to close the gaps of disadvantaged children's learning.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting quality first 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 parents and carers ➤ Access to technology

Overall Aims

The broad aims for “catch-up”:

- The mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.
- Attainment outcomes at end of 2020-21 for all year groups will be at least in line with those at the point of lockdown in March 2020. This means that if a child was working at an age-related expectation/greater depth in a subject prior to March they are working at least to an age-related expectation/greater depth in that same subject by the end of 2021.
- Those Year 2 (2020/21) children who do not meet the expected standard in phonics will be supported to achieve the standard by the end of 2020/21 academic year.

“Catch up” will mean that:

- Teachers and Subject Leaders will work collaboratively to identify gaps in learning and adapt teaching accordingly. This ‘Curriculum Audit’ will be the starting point from which teaching will be adapted to ensure lost learning is emphasised in existing planned learning or revisited. **Working through well sequenced, purposeful learning schemes.**
- **Focus on a consolidation of basic skills.** The core skills which enable successful learning will require increased curriculum time across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition and subtraction fact recall, formal mathematics strategies and reading skills relevant to a child’s age.
- **Particular focus on early reading and phonics.** This is always a focus in the school and will continue to be so in order to develop children’s reading ability and vocabulary.
- **Additional lesson time on core teaching.** Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly following extended periods of lockdown.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools’ approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities and ensuring appropriate transparency for parents. **(DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)**

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

1. Teaching and related whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<p>High quality teaching for all</p> <p>Supporting quality first teaching Focusing on professional development</p>	<ul style="list-style-type: none"> We believe that the class teacher will have the greatest potential impact upon helping a child to “catch up”. Our aim is to focus on giving staff time to further develop their quality first teaching. HT and SENCo (from SEN review) to develop QFT and what that would look like in every lesson 	<ul style="list-style-type: none"> Termly summative assessments. Observations and feedback from SIA, focussing on QFT 	HT	Termly
<p>Effective diagnostic assessment</p> <p>Teaching assessment and feedback</p>	<ul style="list-style-type: none"> Curriculum Audit. Summative assessments where feasible to be undertaken. These are wholly dependent on the resumption of normal school protocols. Continuous teacher and teaching assistant assessment. Verbal feedback being the key for us to establish levels of understanding and therefore drive next steps using the PLAN-DO-REVIEW Cycle. 	<ul style="list-style-type: none"> Pupils’ books Returned work Assessment (where appropriate) 	All staff English / maths lead for assessment	Termly
<p>Supporting remote learning Ensuring equity of access for all</p>	<ul style="list-style-type: none"> Remote Learning resources that can be accessed, both in and out of school, for all children. These include: Times Tables Rock Stars, Spelling Shed, White Rose Maths and Oak Academy. Remote learning platform for any children/ classes self-isolating (Tapestry and Zoom) ensures feedback on learning for children isolating and accessing Remote Learning. 	<ul style="list-style-type: none"> Children supported effectively at home and school 	HT, all staff, Subject Leads, SENCo	Termly
Total budgeted cost				See below.

2. Targeted academic support				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
High quality 1-to-1 and small group tuition	<p>Additional Interventions as a result of lost learning /transition opportunities:</p> <p>Children identified by class teacher for individual and small group interventions throughout the academic year.</p> <p>Using teacher plans to develop intervention programmes in literacy and numeracy. This will be an on-going process to ensure that the right support is provided at the right time to the right children. Lacock School intervention records to be filled out and completed for each child receiving support.</p> <p>Support to be delivered mainly by qualified teachers.</p>	Continual reviewing of assessment data	HT / SENCO/All staff	Termly
Ready to progress maths curriculum	<p>Identify key areas of learning to ensure that all children in school are ready to progress from September in their new year group.</p> <p>Ensure that 'missed learning' from the curriculum is delivered through maths warm up and early morning tasks.</p>	<p>Book looks</p> <p>Assessment (where appropriate)</p> <p>Pupil voice</p>	Maths lead	On-going
Total budgeted cost				See below.

3. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review
Supporting parents/carers with pupils of different ages Effective communication with the wider community	<ul style="list-style-type: none"> Regular communication with parents/carers through Tapestry and phone calls (if isolating or during lockdown). Conduct a Remote Parents' Evening using Zoom / TEAMS All staff email available to all parents to allow direct communication with all teachers. Headteacher email set up for parents to contact HT directly. Identified families that would benefit from support over school holidays with additional food vouchers and any other support. 	<ul style="list-style-type: none"> Feedback from school community 	HT, SENCO	On-going
Ensuring access to technology Enabling all learners equal access to the provision	<ul style="list-style-type: none"> Apply for DFE funded IT resources Apply for LA funded IT resources 	<ul style="list-style-type: none"> Ability to provide families with IT resources where required to support engagement in remote learning. 	HT	On-going
Supporting pupils' social, emotional and behavioural needs Whole school recovery	<ul style="list-style-type: none"> Year 2-6 trip to Braeside focus on team building, working together and emotional wellbeing Targeted support for specific children who have been adversely affected by lockdown Ensure effective whole school return – 2 weeks at the start of the school year, children return to their previous classes before moving into their new group with new teachers, to ensure smooth transition back into school. SENCo / SENCOs to plan for and prepare for any transition for vulnerable children in and out of school (lockdowns / isolations) 	<ul style="list-style-type: none"> Children with wellbeing concerns are supported effectively through the TA support. All children return and feel part of the whole school community. 	All Staff	On-going
Total budgeted cost				£5,865.79
		Cost paid through Covid Catch-Up	£5,760	