



Catch-Up Premium Plan

Flintham Primary School



Summary information					
School	Flintham Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£7,720	Number of pupils	96

Guidance

Children at Flintham 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 is 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 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 and solutions following lockdown

Maths	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' through lack of application and missed teaching. During lockdown we switched to White Rose Maths as their videos supported parents with the teaching input and the resources matched our style and method of teaching. We agreed to continue with WRM to ensure continuity if bubbles close and because for 2020/21 their curriculum has a catch up element built within each lesson. 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 mini WRM assessments. Interventions are based on pre and post teaching in relation to the WRM lessons that week.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they did lose 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 have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write – stamina in September was the biggest hurdle to moving forward. Children were simply not used to writing at any length. Practise was the key strategy to overcome this, both in Literacy lessons and across the curriculum alongside initiatives such as a whole school writing project based around a film clip.
Reading	Children accessed reading during lockdown more than any other subject – some parents continued to collect books but the majority used the on-line books we directed them to and also the widely available audio books. 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 do not is now increasingly wide. The bottom 20% of readers have been disproportionately affected and more one-to-one reading sessions have been taking place. Teachers adapted their guided reading sessions to ensure appropriate texts and level of questioning could be accessed. The teachers undertook a phonics assessment of every child in school from Reception to Year 6 to measure gaps in phonic knowledge and provide bespoke interventions and adapt spelling lessons. Salford Reading Comprehension assessment was purchased to provide standardised scores for reading accuracy, reading comprehension and reading age. Nessler licences were purchased for specific children in KS2 to allow them to access daily reading and spelling practice independently.
Non-core	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. As a school, we have chosen not to cut back on the curriculum at all – catch-up in core areas is being done through interventions or in reading and writing related to our topic (science, geography and history in particular). We feel that some children have found re-integration difficult and more children than previously were suffering with low level anxiety, we increased the number of children accessing ELSA sessions. The children have coped brilliantly with keeping in their playtime bubbles and enjoy the rota of playground zones. Nearly all children needed little reminding of how to play wisely and enjoy being with each other. Each class chose a new playground equipment pack. Weekly Celebration assemblies via Teams have brought the school together and high expectations of behaviour and work have been re-introduced and consistently reinforced.

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	Impact (once reviewed)	Staff lead	Review date?
<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. Each teacher gave a list to the next teacher of the units that remained untaught in SPAG, science, maths and topic areas.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths.</p>	<p><i>Additional time for teachers to research and plan non-core subjects and create knowledge organisers for Science, Geography and History units of work</i></p> <p><i>We are supporting this in-house and not using supply to cover. No cost against covid funding.</i></p>		KB	Feb 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>Using WRM assessments in maths</i> <i>Complete termly teacher assessments</i> <i>Use Salford Reading tests for KS 2</i> <i>Phonics assessment completed for every child</i> <i>LBQ – for gaps in Y5 and Yr 6 for reading and maths – whole class LBQ</i></p> <p><i>Yr 6 complete 2018 SATs papers in November</i></p> <p><i>NFER Summer tests for Years 3 to 5</i></p>		KB	July 21
<p><u>Reading</u></p> <p>School had a system in place matching existing books to our phonics scheme but with some children not engaging in reading at home during lockdown we have more specifically needed a range of books to match the ability of specific children</p>	<p><i>Purchase of extra early reading books to match phonic development</i></p> <p><i>Purchase of books for specific KS2 Children where content is sufficiently age related and sufficiently engaging but text level is accessible</i></p> <p><i>Purchase of 4 Nesy Licences for specific pupils in KS2</i> <i>Purchase of Toe-by-Toe resources</i></p>		JS & JB GK JB	

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition/interventions reading</u></p> <p>Identified children will have significantly increased rates of reading fluency and appropriate intonation. They will be able to better comprehend reading material as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.</p> <p><u>1-to-1 and small group tuition/interventions maths</u></p> <p>Identified children will have greater fluency in arithmetic and identified gaps will start to be filled.</p> <p><u>Separate Year 1 and Year 2 for daily Maths sessions</u></p> <p>Year 1 and 2 children are taught age related objectives separately during daily maths sessions following the WRM planning to ensure skills progression to aid pupils' understanding and attainment</p>	<p><i>LBQ will help identify and plug gaps (as a class and in 1:1 and small group interventions)</i></p> <p><i>Children identified by class teachers – bespoke interventions planned.</i></p> <p><i>Extra 1:1 and small group TA time to implement (2 TAs x 3 hrs)</i></p> <p><i>Purchase of portable whiteboard to enable small group interventions and separate maths teaching in Year 1 and 2</i></p> <p><i>Teacher to deliver daily input and objective to each Yr group. TA to become skilled at supporting children with follow-up activities, fluency facts and TTs.</i></p>		<p>teachers and TAs</p> <p>KB</p> <p>KB & JS</p>	<p>Jan 21</p> <p>April 21</p>

Actual costs

Costs of 1:1 and small group interventions for Autumn term and appropriate packages and books to use alongside this support:

	Total Autumn	Total Spring	Total Summer	
TA	£658	£658	£658	
TA	£566	£566	£566	
Nessy Licences and Salford Reading Test	£160			
Supply TA	£900			
Books for early phonics and KS2 readers	£600			
LBQ	£200			
Portable whiteboard	£1800			
Playground Equipment Packs	£400			
Total	4384	1224	1224	Total Sum =£7,732