

Catch-Up Premium Plan

Finham Primary School



Summary information					
School	Finham Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£33,040	Number of pupils	418 (not including nursery)

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 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
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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.

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

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 on 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 less than any other subject. 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 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.</p>
Physical stamina	<p>Some children have become latent and unable to participate fully in activities that require age appropriate physical endurance</p>
Social and emotional needs	<p>Some children have not met for a long period of time. KS2 girls have returned with more emotional difficulties than any other group</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>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports</p>	<p><i>Purchase additional manipulatives for EYFS/KS1 initially.</i></p> <p><i>(£1000)</i></p>	<p>Manipulatives were purchased to support children in taking mathematical concepts from abstracts to concrete – this is ongoing.</p> <p>Cost - £826</p>	<p>CF</p>	<p>Ongoing</p>
<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>Complete a baseline at the end of September to identify gaps in learning termly tests and record assessments and record on DCPRO to identify gaps an on Insight to track performance.</i></p> <p><i>(£750)</i></p>	<p>Planning has been changed to meet the needs of the children. More work to be done on speaking and listening and stamina in writing.</p> <p>No Cost</p>	<p>CF</p>	<p>Ongoing</p>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u>	<p><i>At the end of the Autumn term assessments will be continued and children identified needing additional small group and 1:2:1 support</i></p> <p style="text-align: right;">(£15483)</p> <p><i>An additional screen will be purchased to all work across bubbles.</i></p> <p style="text-align: right;">(£ 167)</p>	<p>121 tuition was arranged, but was unfortunately cancelled due to the personal circumstances of the tutor.</p> <p>A TA was purchased for one year to cover the tuition in school.</p> <p>This has enabled teachers to spend more time catching up with individuals and small groups. As a result, data shows a positive increase in attainment.</p> <p>£596 – 121 tutor £20875 for a TA Screen – purchased from a separate budget</p>	LFH	Ongoing Ongoing
<u>Reading</u> Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better 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><i>Purchase a new reading scheme to supplement books within school.</i></p> <p style="text-align: right;">(£6000)</p> <p><i>Purchase of Rising Stars End of Term Assessments to assess comprehension and reading age scores to improve fluency in reading.</i></p>	<p>Reading has improved, see data</p> <p>£999 on reading scheme £4824 on books</p> <p>£99 for reading scores £1188 assessments</p>	AT	March '22
<u>Intervention programme</u>	<p><i>An intervention is identified and purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></p> <p style="text-align: right;">(£1000)</p>	<p>Mastering numbers to develop children's understanding of what a number is, giving them a baseline to enable effective calculations. Building a solid foundation in maths.</p>	LFH	Ongoing

		<p>Mastery Readiness to improve the way children apply their maths across the school.</p> <p>Course – no charge Actual Cost – Supply – 6 days (4*£189.50 = £758)</p>		
<p><u>Additional swimming lessons</u> To teach children a life skill and meet NC requirements</p>	<p><i>Extra swimming lessons have been planned to meet the requirements that were missed due to lockdown. (Youth Sports Trust Information)</i></p> <p>(£200)</p>	<p>Purchased from sports premium – no cost to COVID catch-up</p> <p>Children have made lots of progress in swimming, increasing our rating in the city.</p>	JT	Complete
<p><u>Social and Emotional support for girls</u></p>	<p><i>To carry out “Girls on board “programme with groups of girls finding it difficult to adjust to life back in school.</i></p> <p><i>Learning mentor to access the training and work with small groups of girls and families</i></p> <p>(£800)</p>	<p>Girls within school are receiving support to help with emotional wellbeing.</p> <p>There have been less incidents this academic year as a result</p> <p>£400 spent</p> <p>Additional staff member to be trained - £400</p>	SW /LFH/	Ongoing

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> 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. 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.	<i>Additional online learning resources have been purchased, ClickView will enable children to access additional resources with targeted support and assessments sent directly to children and collated by class teachers.</i> (£900)	Enabled access for a wide variety of on-line resources for pupils at home and in school, especially useful during lockdown. £895 on ClickView	AR	Ongoing
	<i>Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i> (£500)	Purchased from our standard stationary budget, children who were not able to access computer resources for the full time period.	SM/LH	Ongoing
<u>Access to technology</u> . Children will be able to share work within their bubble to support responsive teaching Small groups to access technology outside the classroom	<i>. Visualisers brought per year group so work can be shared on the class screen</i> (£700)	Three Purchased - £251 Children were able to see their work instantly, see their mistakes and misconceptions.	PR	Ongoing
	<i>Update teachers laptops to ensure they can video lessons to enhance home learning</i> (£3000)	£5188 spent on updating laptops to enable teachers to work efficiently especially during home learning. When teachers are isolating, other staff are able to continue learning.	PR	Ongoing
<u>Wraparound Debts</u>		£456 to support parents suffering financial hardship due to COVID		Complete
			Total Cost	£37755
			Cost paid through Covid Catch-Up	£33040
			Cost paid through school budget	£4715
			Remaining to spend	£0