



Catch-Up Premium Funding Plan Leftwich Community Primary School

Summary information

School	Leftwich Community Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£15 520	Number of pupils	191

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 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

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.

Identified impact of lockdown

Maths	Many children continued to access Mathletics, Times Tables Rock Stars and Numbots during lockdown. The maths lead set regular challenges to keep children motivated to work on their basic number skills.
Writing	Writing is the area of learning with which children engaged the least during lockdown. Stamina to write longer pieces of work has been lost and pupils have had less exposure to writing a range of genre. Whilst children have retained their phonics knowledge and spelling knowledge, they have lost the ability to apply this to their writing.
Reading	Many children have not continued to read during lockdown, despite the school sending children home with a selection of reading books and library books and offering links to online resources. Emerging readers have struggled to use phonics to decode and sound out new and familiar words because of the break in their learning.
General	<p>Baseline assessment upon return shows a clear correlation between engagement with online/ home learning and children who have fallen behind. Those children who did not engage in home learning are further behind than others.</p> <p>There is a digital divide which has exacerbated existing inequalities in skills acquisition and academic progress. Where families have had access to online learning and devices, children were able to practise their skills and consolidate their knowledge. Children who were unable to access remote learning struggled to keep up with skills acquisition, despite also having physical learning packs which mirrored online learning activities. Teachers also made weekly support phone calls and used the VLE to support home learning.</p> <p>The school identified those families who did not have the necessary technology, turning old laptops into Chrome books and delivering these to families for them to use. However, some families who had received this support remained disengaged.</p> <p>Those 'hard to reach and disengaged families' remained so during lockdown. A small proportion of children did not engage with any learning during this time, despite members of staff making numerous attempts to persuade them (home visits, phone calls etc)</p>
Social and Emotional	<p>Stamina in working.</p> <p>Resilience to deal with challenge.</p> <p>Self-esteem when struggling with new learning.</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 related whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
Effective diagnostic assessment... Teaching assessment and feedback:	Core subject leaders carried out a gap analysis during the summer term and provided all teachers with a catch-up curriculum. Maths – White Rose catch-up curriculum Pathways to Read Pathways to Write – catch-up Science TAPs – 3 year catch-up programme A tracking grid was kept up to date throughout lockdown, to keep a record of children's engagement with home learning activities.	School leaders and teachers have a very detailed understanding of gaps in the curriculum, and therefore learning, and can use lessons to address these.	Subject leads	
High quality teaching for ALL... Supporting great teaching:	Teachers quickly identify gaps in learning and address these through <ul style="list-style-type: none"> - Quality first teaching - Use of TA for 1/1 catch up sessions and targeted support in lessons. - Planned and targeted interventions - Small group or one-to-one tuition TA 	Having to focus upon physical health was hugely important as it was evident that many children had not engaged in much exercise during lockdown. Gaps in learning quickly became evident once teachers began teaching more formal lessons. Teaching assistants were quickly utilised to support interventions and targeted work	C Harrison L Guy	End of half term 1
Effective diagnostic assessment... Teaching assessment and feedback:	School had a baseline assessment week in September to ascertain the levels of children and the potential gaps in learning. End of term assessment to establish the impact of the catch-up curriculum and accelerated progress.	School leaders and teachers have a very detailed understanding of gaps in learning and can use guided groups, interventions and lessons to address these.	L Stewart	Dec 2020
Supporting remote learning... Ensuring equity of access for all:	All learners to be set up and enabled to access remote learning using the VLE and Google Classroom. To ensure all are familiar with this technology, all classes will upload practice tasks. Children will be expected to submit work on this platform.		S Campbell	Nov 2020

Focusing on professional development... Supporting great staff:	Staff training on the use of Google Classroom.	All staff are able to facilitate remote learning. All staff regularly use to set homework. Office staff able to support parents to access GC.	S Campbell	Nov 2020
Transition support... Welcoming new starters:	Reception to carefully plan three visit days and intake into school/ 'home visit' meetings with parents via zoom.	Children had smooth transition into Reception.	K Dutton S Cousins	Sept 2020
Total budgeted cost				£500

ii. Targeted academic support				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
High quality 1-to-1 and small group tuition...	A Teaching Assistant is assigned to each class to help address any gaps in learning. Intervention groups and guided groups will run daily and be linked to the curriculum - focused on the areas where pupils would most benefit from additional practice or feedback. Year 3 focused – ReadWriteInc intervention – catch up for missed phonics teaching.		L Guy	Termly at Pupil Progress meetings
Targeted Intervention support	Three experienced members of teaching staff will work additional hours to support pupils in years 2 to 5 to catch up – the focus of which will be reading and writing. This targeted support will be tailored to meet the needs of individual pupils. Sarah Oldham will oversee and delivery intervention work in year 2. Sarah Campbell will deliver interventions for years 3 and 5. Helen Scott will deliver interventions for year 4.			Termly with Head Teacher
Extended school time... Before/After school focussed support clubs	From January year 6 children will be 'invited' to attend after school support clubs - sessions will be very specific and targeted at areas of need. The class teacher will liaise with the Teaching Assistant to identify learning needs and pupils who would benefit from these.		S Wood C Harrison L Guy A McCracken	Termly at Pupil Progress meetings
Planning for pupils with SEND... Intervention programme	Time to be allocated to SENCO to advise staff on SEN help and referrals available – linked to pupil progress meetings		L Guy	Termly with SENCO
Total budgeted cost				£14,500

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
Ensuring access to technology... Enabling all learners equal access to the provision:	Adapt existing, unused, laptops to Chrome books which can be loaned to families to allow all children to access Remote Learning if they have to isolate.		C Harrison L Guy	Dec 2020
Supporting pupils' social, emotional and behavioural needs...	Ensure vulnerable families receive help with providing food when children are isolating. School to subsidise food parcels already provided for FSM pupils, with Morrisons food box project.		L Guy C Harrison	Dec 2020
Total budgeted cost				£500
Cost paid through Covid Catch-Up				£15,500
				£ 15,500

