

# Catch-Up Premium Plan - Lydbrook Primary School

Summary information					
<b>School</b>	Lydbrook Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£5,560	<b>Number of pupils</b>	118

## 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

<b>Identified impact of lockdown</b>	
<b>Language</b>	The children's language skills have suffered during lockdown and they have become lazy and informal. This is attributed to more time on IT games at home and the lack of conversation and discussion
<b>Maths</b>	<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'. This has particularly affected Year 6 pupils. There is a lot of content to teach in the maths curriculum and therefore many areas have not been taught.</p> <p>Recall of basic skills has suffered in some – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. Place value knowledge had been lost too. This is reflected in arithmetic assessments and observations of learning during the first weeks back to school. Those that have followed the prescribed sequence of learning at home through the Maths Passport programme and the set My Maths work linked to recently taught units are in a slightly stronger place. Formal tests for calculation and place value have been given to KS2 pupils and extra time has been set aside first thing in the morning to ensure regular practice.</p>
<b>Writing</b>	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost the essential practising of writing skills as they have not had the opportunities. Technical knowledge has also suffered. Children have also been less exposed to wider vocabulary choices. 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. Many of our early years' children have forgotten how to write and for many how to write their names. They also cannot remember how to form letters. For our Pupil premium and SEND pupils, this has had a particular impact
<b>Reading</b>	Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. Therefore the impact of the lockdown has had less effect. The reading had focussed on de-coding and fluency rather than comprehension skills. However, some 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. A significant number of children are below where they should be with their reading levels. YARC reading assessments were completed in September for the whole school and have been repeated regularly for those whose reading levels are below where they should be for their age. This is to detect levels of acceleration and to pitch the reading materials more accurately.
<b>Non-core</b>	<p>There are now significant gaps in knowledge – whole schemes of learning 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. However, subject leaders are aware of the gaps that have been missed and our long term curriculum plan will be adjusted to ensure the skills and knowledge are covered more thoroughly over the next academic year.</p> <p>It is evident that many children have suffered in the lockdown regarding their mental health and well-being. Some children have shown increased anxiety levels since their return.</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>Structured provision timetables have been produced ensuring those that need extra mental health support and basic skills input is organised. A longer morning session to ensure more time can be spent on core areas</p> <p>Teachers have a very clear understanding of what gaps in basic skills have accumulated and use this to inform planning. Assessments are aligned with standardised norms giving a greater degree in confidence and accuracy of assessments</p> <p>A group of vulnerable Y1 pupils to have significantly more time being taught by a teacher as opposed to working with a TA or independently. Therefore they receive quality first teaching which will mean that they will make faster progress in English and maths, closing the gaps created by lockdown.</p> <p>Supporting writing through whole school process</p> <p>Supporting whole school speaking</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.</p>	<p>Structured provision maps (£ 0) Change of timetable for KS2</p> <p>The use of Headstart resources for maths and reading, YARC, phonics, spelling (Apples &amp; Pears) and precision teaching of Common Exception Words (£250)</p> <p>The employment of a part time teacher for five mornings a week (£8,000)</p> <p>Implementation of the 10 step process to writing with more opportunities to write (£0)</p> <p>Increased use of Talk Boost, Word Aware and the teaching of more formal language. Training for EY staff on NELI (£0)</p> <p>Staff meeting time and subject release time to review and adapt subject intent statements</p>		<p>SL/SS</p> <p>SL</p> <p>SL</p> <p>JH/LS</p> <p>JH/LS</p> <p>SL</p>	<p>July 2021</p> <p>Assessment windows</p> <p>Dec 2021</p> <p>Assessment windows</p> <p>On-going</p> <p>July 21</p>
<b>Teaching total budgeted cost</b>				<b>£ 8,250.00</b>

<b>ii. Targeted approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date?</b>
<u>1-to-1 and small group tuition</u>  Identified children will have significantly improved rates of reading fluency and accuracy. They will be able to comprehend reading better as a result of being able to read at a better pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.	A change in TA role to carry out extra reading groups and 1 to 1 teaching (£0) Additional reading books to supplement our reading scheme (£500)		SL	Assessment windows
<u>Intervention programmes</u>  Appropriate numeracy interventions, such as Power of 2 and a focus on our Maths Passports to support those identified children in reinforcing their understanding of basic maths skills and application of number.	An intervention is identified. Staff within phases are trained and they are able to deliver the intervention confidently. No additional cost to normal contracted TA time		SL	Assessment windows
1 to 1 and small group support for well-being  Extra staffing required for playgrounds to assist with break-times due to zoned areas for class bubbles	Pastoral lead (ELSA) to meet with and refer children to Trailblazer programme Extra PHSE group sessions using Apple's & Zippy's friends (£0) Staff to be allocated extra breaks within contracts		SS	On-going
<b>Targeted academic support total budgeted cost</b>				<b>£500</b>

<b>iii. Wider Strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact (once reviewed)</b>	<b>Staff lead</b>	<b>Review date</b>
<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.	Additional online learning resources were purchased including My Maths, Numbots, TT Rockstars (maths) & Activelearn (reading)  (£432)	The vast majority of families supported their children with basic reading and maths during the lockdown. Communication was via e-mail and school website.	JH	Feb 2021
	Home learning books have been sent home. Stationery was sent home for all in March so no additional cost here. Microsoft Teams has been set up in preparation for any bubble closures.  (£100 + additional cost for Teams set up)		DR	Feb 2021
<u>Access to technology through second lockdown</u>	Additional I-pads/laptops were purchased for families without the resources (£1000)	More lessons were taught through Microsoft Teams.	SL	March 2021
<b>Wider strategies total budgeted cost</b>				<b>£ 1432</b>
			<b>Total budgeted cost for all aspects of the tiered approach</b>	<b>£10,182.00</b>
			<b>Cost paid through COVID Catch-Up</b>	<b>£5,560</b>
			<b>Cost paid through school budget including Pupil Premium</b>	<b>£4622.00</b>