



## Catch-Up Premium Plan

Summary information					
<b>School</b>	Robert Le Kyng Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£33280 (Term 1 and 2: £8320)	<b>Number of pupils:</b>	416

### 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**

<b>Maths</b>	During lockdown White Rose Maths teaching videos and worksheets were used daily by children as part of our home learning package. This meant that children were regularly accessing age-appropriate mathematical concepts that were pitched at a challenging level. However, due to White Rose long term planning having some disparities with CanDo Maths planning there are some mathematical concepts that children would not have covered from the previous year. It is also true that those areas of maths that were covered during home learning are highly unlikely to have been retained or practised to the same level that they would have done in school. Children's attitudes to Maths since returning to school have been largely enthusiastic, and they are getting back into the habit of articulating their thinking with clear mathematical language. There has been a general trend that key 'just know it' skills such as times table recall and mental calculation methods have become a little 'rusty', and this has been a key area to address since returning in September.
<b>Writing</b>	Writing is the area in which we have seen the greatest impact on standards over lockdown, with this being the area where least children are meeting the expected standard for their year group. While spelling, punctuation and grammar were practised over lockdown, the quality of extended writing, including these skills has seen significant impact. Children are taking some time to regain their writing stamina. Gaps in phonics are also apparent for our younger children. While some have made significant progress with support from parents and smaller summer term 2 groups, others have stalled.
<b>Reading</b>	Throughout lockdown children were supported with reading at home through comprehension practice and reading books. At KS1 there is a clear divide between children who have read regularly at home and those that did less. This means that while there are still a number of children working within age related expectations, there are some that have made no measurable progress since March. There will need to be intervention for these children. At KS2 most children have continued to read, but now need further teacher input on the higher order reading skills. These will be addressed initially through quality first teaching.
<b>Non-core</b>	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.



**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>Curriculum coverage 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>Staff meeting time to review gaps in learning and adapt medium term plans. Use of "Can-do" maths medium term planning documents <b>(£50)</b></p>		<p>English and maths lead</p>	<p>Feb 21</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>Feedback policy has been reviewed recently to reduce written feedback and promote verbal feedback.</p>	<p>Carry out socially distanced pupil progress meetings termly. Additional teacher assessment cycle to be put in place for term 1. Additional standardised test cycle to be added to assessment programme for end of term 2. <b>(£1150)</b> Complete termly assessments and record assessments on TT to identify gaps and to track progress.</p>		<p>SLT, all teachers</p>	<p>July 21</p>



<b>Total budgeted cost</b>				<b>£1200</b>
<b>i. 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>  We have appointed an experienced KS1 teacher to deliver phonics and reading intervention throughout KS1 and Year 3.  Additional teacher time in Reception to support EYFS children who have missed a significant chunk of their FS1. This to focus on “speaking” and phonics.	Small group phonic and reading intervention. Assess low attaining pupils in year 3 and implement intervention for those children who would not yet have passed the phonics test. <b>(£48054)</b>  Small group/individual intervention to promote speech and phonics. <b>(£9000)</b>		HB  HG	Feb 21
<u>Intervention programme</u>  Support from year group teams across KS2 to deliver intervention to targeted children to address gaps in learning, focussing on English and Maths.	Staff to use assessment data to identify gaps in learning in order to pre-teach missing concepts, particularly in maths. <b>(cost already in budget)</b>		KS2 teachers	July 21
<u>Extended school time</u>  Currently all interventions are taking place within the school day. Review this as more information becomes available about the National Tutoring Programme.	Assess quality and appropriateness of programme alongside needs of children. Offer to appropriate children if needed <b>(up to £1500)</b>		SLT	Ongoing
<b>Total budgeted cost</b>				<b>£58,554</b>



<b>i. 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.	Additional online learning resources will be purchased, such as White Rose Maths Premium Resources ( <b>£99</b> ), Serial Mash reading to add to Purple Mash ( <b>£50</b> ).		RF, KB	Feb 21
<u>Access to technology</u>  9 laptops are available to be loaned to families without appropriate home access (in addition to those distributed to vulnerable families in the summer term).	Ensure that families are identified for home learning laptops to ensure continued access to learning in case of home learning/isolation. <b>(costs met through national scheme)</b>		MF	Feb 21
<b>Total budgeted cost</b>				<b>£149</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£33280</b>
			<b>Cost paid through charitable donations</b>	<b>£0</b>
			<b>Cost paid through school budget</b>	<b>£26623</b>
			<b>Total budgeted cost</b>	<b>£59903</b>