



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.

The EEF Covid-19 Support Guide for Schools has been used to support and inform decisions on how to use the catch-up funding.

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.

The following pages outline our catch-up plan including how we are spending the funding and how we will assess the effect of this expenditure on the educational attainment of our pupils.

EEF Recommendations

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



Catch-Up Premium Plan 2020-21

Lindale C of E Primary School

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/Expected outcome	Chosen approach including the use of the Catch up Premium	How will the outcome be assessed?
<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. Children are experiencing a knowledge rich curriculum with links being made between topics.</p> <p>Progress in maths is accelerated and any gaps in knowledge from previous years are addressed. Further development of reasoning ability.</p> <p>All staff are trained in RWI phonics so that they can support excellent outcomes and teaching.</p>	<ul style="list-style-type: none"> • Release time for teachers to have a planning day where they can discuss strategies as a group and sequence learning. • Special cross-curricular days are planned and resourced. Paid workshops in school while trips are not possible. • White Rose Maths purchased to support small steps, sequencing, fluency and reasoning. This scheme will also be used for intervention work such as pre-teaching. • Training opportunities sought. 	<ul style="list-style-type: none"> • Books • Teacher observation during lessons • Staff meetings • Books • White Rose termly assessments • White Rose unit assessments • Termly data
<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>	<ul style="list-style-type: none"> • All classes to complete baseline assessments in September. Gaps to be analysed from these and interventions put into place. Further assessments completed termly. • Continuous formative assessment during lessons. Use of White Rose unit assessments to identify any remaining gaps. 	<ul style="list-style-type: none"> • Brick wall trackers • Observations within lessons and books • White Rose unit assessments
<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Lindale School have an opportunity to become familiar and confident with the setting before they arrive.</p> <p>Children transitioning from Reception to Year 1 and from Year 2 to Year 3 feel comfortable and confident in their new key stage. Strategies are put into place to mitigate and anxieties.</p>	<ul style="list-style-type: none"> • Those children who are nervous about the transition are offered to look around their new classroom during summer. • Additional support put into place for children who have difficulty with the transition. This maybe teacher/SENCo time in meetings with parents and outside organisations. IPPs are put into place as necessary. • Talkabout scheme used to support confidence and social skills. 	<ul style="list-style-type: none"> • Attendance • IPPs



Catch-Up Premium Plan 2020-21

Lindale C of E Primary School

ii. Targeted approaches		
Desired/Expected outcome	Chosen approach including the use of the Catch up Premium	How will the outcome be assessed?
<p><u>1-to-1 and small group tuition</u></p> <p>Identified children will have significantly increased rates of reading fluency. 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> <p>Identified children have accelerated progress and gaps filled in maths knowledge.</p> <p>Improvement in handwriting, especially basic letter formation and legibility.</p>	<ul style="list-style-type: none"> • Targeted readers to be taken out regularly to read. • Expenditure for additional TA hours used for Reception/KS1 catch up work outside the classroom – various subjects. Up until at least the Easter holidays. • Expenditure for additional TA hours used for KS2 catch up work with individual children – various subjects. Up until at least the Easter holidays. • TA time to take target children for pre-teaching in maths. • Phonics catch up for year 1 and 2. • 1:1 or small group catch up for year 6. 	<ul style="list-style-type: none"> • Regular assessments of reading ability using PIRA and whole school brick wall tracking • Termly data • Pupil performance meetings • Books
<p><u>Intervention programme</u></p> <p>An appropriate numeracy intervention, such as Max's Marvellous Maths, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p> <p>A phonics and writing targeted intervention addresses gaps in spelling and basic grammar and punctuation, accelerating the progress of the children.</p> <p>To close the gap with reading.</p>	<ul style="list-style-type: none"> • Max's Marvellous maths intervention program with target children in KS2. • RWI Fresh Start purchased for use with small target groups 3 times a week. • Reading Intervention with targeted children four times a week. 	<ul style="list-style-type: none"> • Termly data • Books • Pupil performance meetings
<p><u>Extended school time</u></p> <p>Teacher-led clubs linked to non-core subjects have restarted after school. Mental health and wellbeing of the children is improved through attendance to clubs.</p>	<ul style="list-style-type: none"> • Teacher-led after school clubs to restart in the second autumn half term. 	<ul style="list-style-type: none"> • Club attendance sheets



Catch-Up Premium Plan 2020-21

Lindale C of E Primary School

iii. Wider Strategies		
Desired/Expected outcome	Chosen approach including the use of the Catch up Premium	How will the outcome be assessed?
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home. In KS2, 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.</p> <p>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.</p>	<ul style="list-style-type: none"> • <i>Seesaw regularly used for homework and occasional home learning. If a bubble isolates, Seesaw Premium is in place to immediately provide home learning.</i> • <i>Tapestry subscription continued to be purchased for Reception.</i> • <i>As required if a bubble isolates, printed packs of work, laptops and stationery are sent home.</i> 	<ul style="list-style-type: none"> • Discussions around whether parents/carers all have access to home learning.
<p><u>Access to technology</u></p> <p>During possible isolation, children can access additional devices if needed.</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<ul style="list-style-type: none"> • <i>Laptops borrowed from school as needed. Dfe laptop allocation sought as needed.</i> • <i>Additional laptops purchased for use in school so that all children can access technology.</i> • <i>Teachers/TAs are able to borrow school laptops as needed. Teachers are all familiar with the home learning platform used before summer, this will not be changed because of this. Continue with Tapestry and Seesaw.</i> 	<ul style="list-style-type: none"> • Discussions with parents/carers • Discussion with staff
<p><u>Summer Support</u></p> <p>NA</p>	<p>NA</p>	<p>NA</p>
<p><u>Staff Wellbeing (additional heading)</u></p> <p>Staff and pupils- to ensure all feel safe and secure being back in school. To build on all stake holders' resilience being within school and how we move on from Covid-19.</p>	<ul style="list-style-type: none"> • <i>1:1 informal staff discussions with the HT around wellbeing.</i> • <i>Risk assessments regularly updated and reviewed – especially with more vulnerable staff.</i> • <i>Exciting days planned into the school year.</i> 	<ul style="list-style-type: none"> • Through informal meetings • Staff wellbeing questionnaires