



# Catch-Up Premium Plan

## Foxyards Primary School

### Summary information

<b>School</b>	Foxyards Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£24,560	<b>Number of pupils</b>	307

### 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

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.

### 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

## Identified impact of lockdown

<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'.</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>
<b>Writing</b>	<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>
<b>Reading</b>	<p>Children accessed reading during lockdown more than any other subject. This is something that was more accessible for families and required less teacher input. However, 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. The bottom 20% of readers have been disproportionately affected.</p>
<b>Non-core</b>	<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>

**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><b><u>Pupil assessment and feedback</u></b></p> <p>Teachers have a very clear understanding of their assessment data, they identify issues at an individual and class level, this will then inform future teaching and identify necessary interventions. Teachers can track progress against previous assessments that have taken place to monitor progress.</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><b>Purchase and establish a new school tracking system to analyse pupil performance in detail and measure progress. Populate with all standardised assessment data and teacher assessments</b></i></p> <p style="text-align: right;"><i><b>(£1500)</b></i></p> <p><i><b>Purchase and implement the new Rising Stars National Test-style Standardised Assessments suite and No More Marking for writing comparative judgements. Complete assessments and record results on MARK to identify gaps an on Insight to track performance.</b></i></p> <p style="text-align: right;"><i><b>(£4100)</b></i></p>		CB	July 21
<p><b><u>Supporting great teaching - Reading support</u></b></p> <p>Children have access to 1000s of books online to ensure they can access books at home when required. Baseline and termly assessments will identify gaps in learning and measure progress. The data will be used to identify future teaching and interventions.</p> <p>All children will have access to their correct phonics home reading book for their stage of learning, there are enough copies in school to support staff when quarantining books. This supports children to make rapid progress against their phonics target and to ensure they change books regularly.</p>	<p><i><b>Purchase the Accelerated Reader licences to give children access to E-books and termly reading assessments.</b></i></p> <p style="text-align: right;"><i><b>(£4025)</b></i></p> <p><i><b>Purchase additional book bag books from RWI for home readers in KS1.</b></i></p> <p style="text-align: right;"><i><b>(£2500)</b></i></p>		ZL  CP	Nov 20  Nov 20
<b>Total budgeted cost</b>				<b>£ 12, 125</b>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><b><u>Intervention programme: 1-to-1 and small group tuition using the national academic mentors programme – January 2021</u></b></p> <p>Identified children who have fallen behind will have regular catch up sessions with an academic mentor to support academic outcomes in either English or Maths – this will be 1-1 or small group. As a result those pupils make accelerated progress to close the gap with their peers and other pupils nationally. Any pupils who have fallen behind resume previous levels of progress seen prior to lockdown and school closures.</p>	<p><i>Two full time academic mentors will be assigned to school in January 2021 after the teach first recruitment process has taken place. School will pay the on cost for salaries as the main salary is paid by the DfE . Catch up groups will operate throughout the school day in KS1 and KS2 for literacy and numeracy catch up.</i></p> <p><b>Approx. £10,000</b></p>		ZL	Apr 21
<p><b><u>Intervention programme for communication in EYFS</u></b></p> <p>Identified children with delays in language will have significantly improved their language and communication skills.</p>	<p><i>Talk boost resources and training purchased. Staff within phases are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></p> <p><b>(£1000)</b></p>		SB	July 21
<p><b><u>Intervention programme : Social, Emotional, Mental Health (SEMH)</u></b></p> <p>Identified children who require additional support with SEMH are identified and attend a daily nurture group. This supports them with forming positive relationships and boosts their self-confidence, as a result they become more engaged in lessons, academic and personal outcomes improve.</p> <p>Boxhall profile analysis identifies support strategies for identified pupils, they are well supported as needs are correctly identified and appropriate interventions are put into place.</p>	<p><i>Nurture group training for a member of the pastoral team.</i></p> <p><i>Boxhall profile credits purchased to identify areas of need to support pupils with their SEMH</i></p> <p><b>(£600 + £1000)</b></p>		SB	Dec 20
			<b>Total budgeted cost</b>	<b>£12,600</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><b><u>Access to technology : Access to remote learning</u></b></p> <p>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.</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>	<p><i>Additional IT devices to be purchased to support children who do not have access to a device for remote learning.</i></p> <p style="text-align: right;"><b>£3500</b></p>		CB	Feb 21
	<p><i>Paper packs are printed where appropriate and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs when needed.</i></p> <p style="text-align: right;"><b>£500</b></p>		CB	Feb 21
<p><b><u>Parental support: Attendance support</u></b></p> <p>First day home visits will take place where there are concerns around a child's attendance or we are unable to establish contact. For identified children attendance improves and they do not miss out on their entitlement to education.</p>	<p><i>Purchase additional hours of support from Attendance support worker to undertake home visits.</i></p> <p style="text-align: right;"><b>(£350)</b></p>		ZL	Ongoing
<p><u>Summer Support</u></p> <p>NA</p>				
<b>Total budgeted cost</b>				<b>£ 4,350</b>
<b>Total cost for all catch up support</b>				<b>£29,075</b>
<b>Academic Mentors Salary</b>				<b>£38,000</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£24,560</b>
			<b>Cost paid through DfE</b>	<b>£38,000</b>
			<b>Cost paid through school budget</b>	<b>£4,515</b>