



Summary information

School	Loydale Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£25,920	Number of pupils	324

Guidance

Pupils 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 impact of lost time in education will be substantial, and we endeavour to try to close these gaps for all pupils, through a rigorous approach.

The Government has provided this funding to ensure that schools have the resources they need to help all pupils make up for lost teaching time, with extra support for those who need it most. Schools' allocations is calculated on a per pupil basis, providing school with a total of £80 for each pupil in years Reception through Year 6. It is envisaged that this funding will target the most disadvantaged and vulnerable young people, accelerating their academic progress and preventing the gap between them and their more affluent peers widening.

This catch-up premium is one-off grant funding and has therefore 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.

Identified impact of lockdown

Reading	Pupils have not had access to books at home and have therefore not being reading, pupils have not been able to access local libraries to borrow books. Pupils have not kept up with their phonic knowledge and have lost key reading skills including fluency. Prior to lockdown we had no on-line reading facilities to support reading at home.
Writing	Pupils have not picked up writing or mark-making implements, some pupils have not used their knives and forks either, so this has had to be re-taught. SPAG gaps have also been evident, as has the ability to write at length or for a sustained period. Some KS1 pupils have lost the ability to formulate a sentence and 'hold a sentence'. These pupils have been unable to follow a learning journey too and retain the previous work.
Maths	Baseline tests have shown pupils have lost lots of times table knowledge and how to use and apply the 4 operations, especially multiplication and division and formal methods. Recalling basic maths facts has also been lost.
Non-core	Pupils have missed out on experiences, especially school trips and educational visits, these support learning and provide a first-hand experience. There are now gaps in knowledge, as whole units of learning have not been taught, thus creating gaps in knowledge. 'Recovery' lessons will need to be the focus for at least the first term to re-connect pupils with non-core learning and to make explicit links between concepts and themes throughout the curriculum.



Use of Funds

The evidence shows that tutoring is an effective way to accelerate education, and we, therefore, believe a targeted tutoring offer is the best way to narrow the gaps that risk opening up due to attendance at school being restricted.

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 recommends, and at Loydale we will incorporate a range of these:

Teaching and whole school strategies

- Supporting quality first teaching
- Pupil assessment and feedback - including for on-line working (see Remote Learning policy updated January 2021)

Targeted approaches

- One to one and small group tuition (including on-line)
- Intervention programmes
- Extended school time (including after-school catch-up provision)

Wider strategies

- Supporting parent and carers (including to access remote learning)
- Access to technology

There will also be several other costs incurred as it becomes apparent, the longer the pupils are back in school, what this catch-up funding needs to be used for in order to close gaps and accelerate learning. The emotional health and well-being of pupils will also be funded too, should the need arise.



Planned expenditure

1. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff	Review
<p><u>Supporting quality first teaching:</u> Core subjects eg reading, writing and maths will focus on 'recovery' eg re-capping basic skills, developing stamina, re-connecting learning and making links to learning specifically clear. There will be a great focus on 'gap-filling'. There will be a shift to re-introducing new learning in Autumn 2, when basic skills are hoped to be back on track.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives will be accessed regularly in Maths (class sets), as well as staff having access to on-line manipulative to show concepts being modelled. This will be the same with 'Writers toolkits'.</p>	<p>Additional time for teachers to interrogate baseline data, meet with LA CLL/Maths team to analyse data. Release time and additional cover will be required to facilitate the additional sessions.</p> <p>White Rose Maths subscription White Rose maths twilight sessions/ CPD</p> <p>Purchase additional manipulatives for maths teaching</p> <p>Continue with LA Music Tuition in Y4</p>		<p>Class teachers</p> <p>SLT</p> <p>Music Leader</p>	<p>January 2021 Data analysis</p> <p>Dec 2020</p> <p>Dec 2020</p>
<p><u>Teaching assessment and feedback</u> Teachers to be fully commensurate with the gaps in learning for their classes, to plan specific and bespoke intervention/ booster groups, to plan pre-teach sessions and deliver them.</p>	<p>Complete LA baseline tests and spend time with LA leads in Literacy and Maths scrutinising the results/data</p> <p>Purchase NFER tests to complete in December.</p> <p>Complete termly assessments on school systems.</p> <p>Staff training on pre-teaching/over-learning</p>		<p>Class teachers/ SLT</p>	<p>Data points for LA and NFER tests</p>



2.Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u> Identified pupils will undertake bespoke boosters in R/W/M/phonics/SPAG/SALT (NELI) to close gaps in learning. They will be able to use and apply basic skills in these subject areas. In reading, procure tutoring, as per NTP eg FFT Reading</p> <p><u>Intervention programmes</u> Appropriate interventions, to enable catch-up for those identified pupils in reinforcing their understanding of basic skills in R/W/M/Phonics/SPAG/SALT.</p> <p><u>Extended school time</u> Identified pupils are able to access a weekly catch-up/booster clubs (1hr). The attainment of those identified pupils improves and effect of lockdown is becoming negated. Parents are to be contacted directly to ensure that they understand the identification process.</p>	<p>Set up pre-teach groups/ booster groups and booster interventions</p> <p>RWI 1:1 programme</p> <p>FFT reading tutoring (6 week block)</p> <p>After-school catch-up/boosters</p> <p>Additional cleaning items purchased to enable additional cleaning in intervention rooms.</p>		<p>Class teachers & TA's/ SLT</p> <p>Literacy Lead</p> <p>SLT</p> <p>SLT</p> <p>SBM</p>	<p>Jan 2021</p> <p>Feb 2021</p> <p>Feb 2021</p> <p>Feb 2021</p> <p>On-going</p>



3. Wider Strategies

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><u>Supporting parents and carers</u> Pupils will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the pupils greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Pupils 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><u>Access to technology</u> During the catch-up extended school provision, pupils can access additional devices so that they can online activities in R/W/M/SPG/Phonics</p> <p>Teachers/pupil laptops 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 pupils.</p>	<p>Computing lead and DHT to exploit links with the Adult Education Service to support Adult Computing literacy skills. Additional online learning resources/subscriptions will be purchased, such as SPAG.com/Spelling Shed/GoRead/GoWrite to support pupils reading at home.</p> <p>Home-learning paper packs are printed and ready to distribute for all pupils if required.</p> <p>Laptops/i-Pads allocated by DFE given to identified disadvantaged pupils and also on request from families. Additional laptops purchased by school to further support online access to resources for the pupils to access home-learning or should a bubble close and in extended school provision eg boosters/clubs.</p> <p>Broadband dongles purchased for families to loan so pupils can access the internet at home should a bubble burst or further lockdown is required (£)</p> <p>Staff training eg Squirrel Learning re e-Safety and remote access</p>		<p>Subject leads</p> <p>SLT</p> <p>Computing lead</p>	<p>Easter 2021</p> <p>Feb 2021</p> <p>Jan 2021</p>



	Wider learning programme for pupils, whereby Digital Ambassadors can support pupils across school			
<p><u>Emotional health and well-being of pupils</u> The impact of being at home for extended periods and potential family illness and or losing loved one. Pupils to have access to the pastoral team and, where necessary, wishes and feelings work or regular remote check-ins if bubbles are required to close.</p>	<p>Additional member of staff recruited to the pastoral team from September 2020</p> <p>Hugglepets programme for identified pupils Lego Therapy training</p>		SLT	Easter 2021