

Catch-Up Premium Plan

Furneux Pelham Primary School



Summary information

School	Furneux Pelham School				
Academic Year	2020-21	Total Catch-Up Premium	£8,560	Number of pupils	94

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

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children are still keen to achieve in Maths and to develop their fluency skills and apply them. Teaching over lockdown focused primarily upon fluency as problem solving and reasoning was hard to set for remote learning, and when it was this was challenging for parents and pupils.</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. The gap between children who are at the lower end of attaining age-related expectations and those who securely do, and achieve beyond this, has widened significantly.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, but have lost some of the key skills. Handwriting has been affected, use of punctuation and the accuracy of writing. Children have found it hard to maintain stamina and write at the length that they could before lockdown. Some loss of oracy skills over lockdown has also impacted upon children's ability to write coherent sentences. The children are extremely keen to get involved in writing sessions orally, but find it hard to apply their ideas to their writing in the same way. Some children have struggled when they have been constrained by writing tasks which require certain parameters to be adhered to, as they have been used to directing their own learning more and writing more freely without the focus of the teacher's input.</p>
Reading	<p>Although reading tasks were regularly set during lockdown, and really good use was made of remote Guided Reading sessions, focussing on key skills was hard. Whilst children would normally regularly change their reading books in school, some children didn't necessarily make use of online books that were suggested to them. However, many 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.</p>
Phonics	<p>Absence from phonics teaching at all phase points has meant that speaking and listening skills and communication have been affected. This has also had some impact upon writing and spellings. A 'slower' approach in phonics is working well. There have been gaps in learning in all phases, from the early to the later ones, and this means that a lot of work needs to be done on revisiting earlier phases before progressing further. This has also had an impact upon the learning and retention of tricky words.</p>
Non-core	<p>There are some gaps in coverage and therefore knowledge – whole units of work have not been consistently taught meaning that children are less able to access pre-requisite knowledge when learning something new. They now find it more difficult to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum enrichment and enjoying activities which excite, engage and inspire, such as visits and workshops.</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>Teaching assessment and feedback</u></p> <p>Teachers have time to set clear targets for pupils in reading and are able to articulate these to pupils. Pupils have an opportunity to share with their teachers what works well for them and the factors which make it harder to learn.</p>	<p><i>Feedback Friday approach – teachers have individual meetings with pupils to discuss targets set and to identify facts which help and hinder progress</i></p> <p>(£1000)</p>		Member of SLT	July 21
<p><u>Targeted teaching and learning</u></p> <p>Maths teaching will be adapted to take into account the inconsistent delivery of maths teaching during lockdown. The adapted scheme of learning will address gaps in learning, but will also focus upon reactivation and development of fluency skills.</p>	<p><i>Purchase Back-on-Track Maths and use staff training for all staff. Implement use in Years 1-6 for the delivery of Maths teaching.</i></p> <p>(No cost – provided for small schools by HfL)</p> <p><i>Purchase HfL Fluency Slides and use staff training for all staff. Implement use in Years 1-6 for the delivery of Maths teaching.</i></p> <p>(£125)</p>		Member SLT	July 21
<p><u>Teaching of Early Maths Skills</u></p> <p>Maths teaching will be focussed and consistent with the teaching and approaches used in the rest of the school. Teaching staff will use the same teaching programme in EYFS so that learning of early concepts is completed by pupils ready for progression through the programme in the rest of the school.</p>	<p><i>Purchase Reception Essential Maths programme. EYFS teacher to train in delivery of the Maths programme. Programme to be used to deliver Maths teaching in EYFS.</i></p> <p>(£250)</p>		Member of SLT	July 21
Total budgeted cost				£1375

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>National Tutoring Programme Tuition</u> Identified children will have significantly increased rates of reading fluency and developed key skills such as inference and retrieval. 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.	<i>TLC Tutoring support programme delivered online to pupils in groups of three. Fifteen sessions per pupil. Nine pupils targeted in total.</i> (£775)		Member of SLT	May 21
<u>Intervention programme</u> Maths intervention to Year 4, 5 and 6 pupils. Maths tutor PD to deliver intervention sessions for pupils based on targets identified by class teachers. A mixture of 1:1 and small group sessions.	<i>Tutor to deliver weekly maths sessions of varying lengths for at least a block of six sessions at a time. Diagnostic tests and destination questions used to identify targets.</i> (£2600)		Member of SLT	July 21
<u>Targeted support for writing</u> Pupils who have been identified as returning to school with speech which has shown regression will be given extra support in Talk for Writing strategies. This will be used to develop their writing skills and bring these back on track with their previous writing skills.	<i>SENCo will give targeted support using Talk for Writing units for 1.25 hours per week, rising to 2.25 later in the year, until the end of the academic year.</i> (£1824)		Member of SLT	July 21
<u>Targeted support for spelling</u> Pupils who have been identified as returning to school with poor retention of spelling rules and use of phonics will receive weekly small group interventions.	<i>LSA to deliver weekly focused spelling sessions.</i> (£548) <i>LSA to deliver focused catch-up phonics sessions.</i> (£1200)		Member of SLT	July 21
			Total budgeted cost	£6947

	Total budgeted cost	£8322
	Cost to be paid through Covid Catch-Up	£8322