

# Catch-Up Premium Plan Leedstown School

Summary information					
<b>School</b>	Leedstown CP School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium Funding</b>	£5,040	<b>Number of pupils on roll:</b>	63
				<b>% of Disadvantaged Pupils:</b>	6.3% (10 pupils)

## 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 children whose attainment and progress will have suffered the most. 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
<p>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 <a href="#">curriculum expectations for the next academic year</a>.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a <a href="#">coronavirus (COVID-19) support guide for schools</a> 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.</p>	<p><b>The EEF advises the following:</b></p> <p><b>Teaching and whole school strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supporting great teaching</li> <li><input type="checkbox"/> Pupil assessment and feedback</li> <li><input type="checkbox"/> Transition support</li> </ul> <p><b>Targeted approaches</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> One to one and small group tuition</li> <li><input type="checkbox"/> Intervention programmes</li> <li><input type="checkbox"/> Extended school time</li> </ul> <p><b>Wider strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supporting parent and carers</li> <li><input type="checkbox"/> Access to technology</li> </ul>

Summer support

### Identified impact of lockdown (or change language/description to meet your school style)

The school has identified three aspects to categorise the impact of school closures on learning. These are:

- Missed learning
- Lost learning
- Rusty learning

**Missed Learning:** These are the planned learning elements that the children did not do. It is crucial to identify these missed learning opportunities so that class teachers can factor this into their planning, and ensure discrete teaching in these areas takes place.

**Lost learning:** This category is for learning that had taken place, but was not secured into long-term memory sufficiently enough and, as a result, has been lost. This area is being targeted through small group intervention work.

**Rusty learning:** This often relates to quick recall of key facts, and is evident in the children's ability to recall their sounds to support them to read and spell, their handwriting skills and Maths fluency. Key skill sessions have been timetabled in daily to help children rebuild these skills quickly.

Planned Expenditure	Chosen Action/ Approach	Teaching whole class Year Group Whole School	Targeted	Wider Strategy	Impact (once reviewed)	Staff Lead	Approx Cost £
<b>Reading</b>	To purchase 'Nessy' to identify gaps in reading and writing with a particular emphasis on dyslexia pupils. This can be implemented before school and within small group work.	X	X			NN	£190
<b>Writing</b>	To purchase 'Nessy' – as above.	X	X			NN	
	To purchase 'Spelling Shed' to offer a whole school spelling scheme with resources for teachers that covers all the spelling patterns.	X					£53
	To work towards achieving the Dyslexia Friendly award throughout the school. Register an interest.			X			£650
<b>Speech &amp; Language</b>	To implement the government teaching programme of 'Guided Sessions for writing in English as an additional language'. (Linked to AIP).	X	X	X		NN	£80.50 per week.

	TA's to implement this X4 afternoons a week.						£966 for 12 weeks
<b>Maths</b>	TA time to work with the year 4 and 5 pupils x 3 times a week to develop fluency, to enable the class teacher to work with the year 6 pupils. (Linked to AIP).  To purchase 'Maths Shed' to develop and embed the children's fluency (linked to AIP).		X				SJ £120.75 a week. £1449 for 12weeks  £53
<b>Wellbeing/ Behaviour</b>	To purchase the Jigsaw PSHE scheme. This will have an emphasis on emotional literacy, building resilience and nurturing mental and physical health. This will also include mindfulness, allowing children to advance their emotional awareness, concentration and focus.  To pay for the continuation of the PE delivery through the 'Saints' which can be delivered after school and free for all.	X		X			JW £1000   £70 a week for 12 weeks £840  <b>Total: £5148</b>