

Catch-Up Premium Plan

Ludlow Primary School

Summary information					
School	Ludlow Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£30,880	Number of pupils	386 (Oct 20 Census)

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. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months. While funding has been allocated on a per-pupil or per-place basis, schools should use the amount available to them as a single total from which to prioritise support for pupils according to their needs. Schools do not need to spend the funds in the financial year beginning 1 April 2020, and may carry some or all catch-up premium funds forward to future financial years if they wish.

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. This funding will be received in three instalments, the first in Autumn 2020, the second in early 2021 and the third in the 2021 Summer term. School leaders must be able to show that the funding is being used for its intended purposes, and governing boards are advised to scrutinise their school's plans for its use. The use of the funding will also be inspected by Ofsted when it resumes routine inspections.

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.

The EEF advises the following:

- Teaching and whole school strategies
- Supporting great teaching
 - Pupil assessment and feedback
 - Transition support

<p>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.</p>	<p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support
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Identified impact of lockdown

Maths	<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>
Writing	<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>
Reading	<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.</p>
Non-core	<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. Supporting teaching

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>Pupil assessment and feedback</u></p> <p>Staff in EYFS are able to deliver the Nuffield Education Language Intervention programme in order to improve and assess children's expressive oral language skills, vocabulary and grammar</p>	<p>Purchase 3 IPADs to allow staff to deliver the NELI intervention:</p> <p style="text-align: right;">£1,345 + VAT</p>			

ii. Targeted approaches

<p><u>Supporting quality first teaching – Phonics</u></p> <p>The learning lost via daily phonics sessions due to the school closure has resulted in children having gaps in their phonic knowledge. Children to have these gaps addressed.</p>	<p>Employ experienced Y1 practitioner (HB) to deliver additional phonics (5hours per week) to children in Y1. $£75 \times 36 = (£2,700)$</p> <p>Additional trained adult (VM) to deliver sessions (4hrs per week) in both Y1 &2 $£60 \times 36 = (£2,160)$</p> <p>Additional intervention before school for children in Y3 and Y4 - 2 adults delivering 5 x 30min sessions between them. $£37.50 \times 36 = (1,350)$</p>		LH/SLT	Termly
<p><u>Supporting quality first teaching – Year 6 Reading and Maths</u></p> <p>Children boosted in the two areas and confident to leave school at the expected level in a year group that was already below national expectation at KS1</p>	<p>Employ experienced and proven LA staff (HK/DB) to provide additional intervention after school 3 days per week.</p> <p style="text-align: right;">$2 \times £45 \times 36 = (3,240)$</p>		KF/NC/SLT	July 21
<p><u>Supporting quality first teaching – Maths</u></p> <p><u>The gaps in learning brought about by the school closure will be addressed. Those children with numerical weakness or lacking confidence will be boosted.</u></p>	<p>Employ Specialist Maths Teacher to deliver lessons both alongside the daily learning and in addition to the daily lesson of Maths. Children in Year 3-6 to be grouped and timetable across 1 full day (Weds p.m. and Fri a.m.).</p> <p style="text-align: right;">$£210 \text{ per day} \times 36 \text{ weeks} = (7,560)$</p>		NC/SLT	Termly

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children in Y2 and in Y5 will have significantly increased rates of reading fluency and basic fact recall.	Employ additional adult support to deliver (JT & MB) 13hours (10 AND 3) per week @ £14 per hour £13 x 14 x 36 = (6,552)		NG/RS/JJ /SLT	Termly
<u>SEN children able to produce independent written work</u> Identified children across the primary school who have difficulty in expressing ideas in written form will be able to record ideas/findings and express themselves independently.	Purchase of CLICKER resource. £2,700		SENCO/NG	
iii. Wider-school strategies				
<u>Pupil Wellbeing and Mental Health</u> Pupils identified as being cause for concern during and after school closure and the ongoing pandemic will feel less anxiety and have strategies to call upon to cope if necessary. Children, families and staff feel a greater awareness towards their well-being and that of others. They develop a greater sense of emotional resilience.	Employ trained school counsellor (LB) one day per fortnight to act upon concerns raised by the school wellbeing team. £125 x 19 = (2,375) Purchase Navigate resource from IMAGINEFORSCHOOLS for delivery to children pre and post lockdown in March/April £170 Purchase Navigate for Staff from IMAGINEFORSCHOOLS for remote Twilight delivery to support and teaching staff. £395		SLT	July 21
<u>Improvement of spelling (whole school)</u> With another enforced closure there are concerns that the previously identified weaknesses in spelling across the school would become worse. Children need to have opportunity to practise key spelling in line with curriculum	Trial and purchase whole school spelling app SPELLING SHED. Approx. 85p per user per year. Spring 21 Census 382 pupils on roll = £325	Not purchased due to concerns over delivery constraints for staff in summer term leading to limited effectiveness of resource. Best to	MH	

expectations and be motivated to do this – even outside of the designated remote learning time.		postpone until start of autumn 2021.		
<u>Access to technology:</u> Children are able to access online provision /remote learning irrespective of whether there is no technology in the home or a sibling has primary use.	Purchase 6 laptops at £350 each = £2,100			
			Catch up Premium Total	30,880
			Total projected spend	