**Catch-Up Premium Plan**

**Lingham Primary School**

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| **Summary information** | | | | | |
| **School** | Lingham Primary School | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | 345 eligible pupils X £80 = £27,600 | **Number of pupils** | 345 |

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| **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 from FS2 to Year 6.  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** |
| 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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).  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](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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 |

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| **Identified impact of lockdown** | |
| **Maths** | Staff report generally that concentration and attention appear poorer than before lockdown.  While formal testing will not be carried out until December, the general picture is that children are working at a lower level than they would previously be at this point in the year. However, this is extremely variable.  This will be reviewed again after Autumn term’s testing period. |
| **Writing** | As above |
| **Reading** | As above |
| **Non-core** | Staff generally report that fitness and stamina have decreased.  Children in the main have returned happily to school and are really enjoying our new Dimensions Curriculum ‘Learning Means the World’ for our non-core subjects. |
| **Social and Emotional** | Due to limited access to technology over lockdown, many children did not regularly access the high quality learning provision that was available to them.  There has been an increase in ADHD referrals and in social and communication concerns raised this term as compared to previous terms.  In addition there has been a significant increase in parents requesting well-being /anxiety support for their children. |

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| **Planned expenditure -** The headings below are grouped into the categories outlined in the Education Endowment Foundation’s coronavirus support guide for schools) | | | | |
| 1. **Teaching and related whole-school strategies** | | | | |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| **High quality teaching for ALL…**  **Supporting great teaching:** | ***Additional release time for senior leaders and key subject leads to enable them to monitor the provision and to work alongside staff who need support to deliver the highest quality learning.***  ***(9 additional days - £1800)*** |  | SLT |  |
| **Effective diagnostic assessment…**  **Teaching assessment and feedback:** | Purchase of additional assessment materials to improve consistency of summative assessment in year 1, 3, 4 and 5  (£1500) This will be used to support the identification of those pupils who will benefit most from catch up support.  Use of RTP criteria in maths to support targeted intervention in core areas of maths (no cost) |  | LD |  |
| **Supporting remote learning…**  **Ensuring equity of access for all:** | Purchase of Chrome Books ( see next section)  Professional services from Hi impact working with each KS2 class to provide training on Google Classroom ( 2 days at cost of £ 868 ) to ensure pupils are prepared to use GC in the event of isolation.  Hi Impact support £434 training all staff to use GC effectively |  | RW/LG plus SLT |  |
| **Focusing on professional development…**  **Supporting great staff:** | Embedding Mastery Maths Hub programme ( free inc supply costs)  CPD for staff on RTP criteria in Maths – SL delivered so no cost to school)  Further Literacy Counts units purchased to support reading and writing progress in KS2 (£330)  English and Maths updates – Sarah SquarED £600 |  | SLT |  |
| **Transition support…**  **Welcoming new starters:** |  |  |  |  |
| **Total budgeted cost** | | | | **£5500** |

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| 1. **Targeted academic support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| **High quality 1-to-1 and small group tuition…**  **Academic tutoring programme** | ***Small group targeted tuition led by class teachers for key groups (1hr per week x 6 weeks repeated twice? 12 staff x 2 days cover = £4800)***  ***This will be in addition to teacher led intervention during the school day*** |  | SLT |  |
| **Teaching Assistants and targeted support…**  **Intervention programme** |  |  |  |  |
| **Extended school time…**  **Before/After school focussed support clubs** | TAs to run health and well- being clubs for their bubble – spring term ( as part of paid hours so no additional cost) |  | SLT |  |
| **Planning for pupils with SEND…**  **Intervention programme** | ***Dyslexia online programme – IDL purchased (£279) which can also be used in event of self-isolation***  ***Dyscalculia screen included*** |  | AB |  |
| **Total budgeted cost** | | | | **£5079** |

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| 1. **Wider Strategies** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| **Supporting parents/carers with pupils of different ages… effective communication with the wider community:** | ***Services of additional independent ESW to support attendance strategies, reiterate expectations and offer guidance and advice ( including around Covid absence) Cost TBC.***  ***Brierz Counselling services 1 day per week to continue into new financial year – support for anxiety and other specific mental health concerns ( £ 240 per day x 30 weeks = £7200 )*** |  | AS  AB/ AS |  |
| **Ensuring access to technology…**  **Enabling all learners equal access to the provision:** | ***Purchase of 68 Chromebooks (£ 14824) to ensure pupils are able to access the quality online learning provided and to ensure they receive regular feedback from staff*** |  | SLT |  |
| **Supporting pupils’ social, emotional and behavioural needs…**  **Whole school recovery curriculum/SEL curriculum:** | ***Mind UP programme***  Better student outcomes  ***- academic, attention and pro social***  - Stronger peer relationships.  - Enhanced strategies for self-regulation.  - Increased optimism, happiness and resilience.  - Reduced stress and anxiety.  ***(£TBC)***  ***English and Maths Leads have met with all staff to outline key priorities for this academic year (recovery curriculum). Additional time is allocate for core subjects as agreed with YBLs but the broad balanced curriculum is still taught and robustly monitored (SL release (£1200 equivalent to 6 days cover if required)*** |  | AB  SLT | £23 224 |
| **Total budgeted cost** | | | | **£33,803** |
| **Cost paid through Covid Catch-Up** | | **£27,600** |
| **Cost paid through charitable donations** | | **0** |
| **Cost paid through school budget** | | **£6203** |
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