



Catch-Up Premium Plan

Lenham Primary School

Summary information					
School	Lenham Primary School				
Academic Year	2020-21	Total Catch-Up Premium Allocated £16,640	This academic year we will receive £13,750	Number of pupils	208

Guidance
<p>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.</p> <p>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.</p> <p>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.</p>

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 curriculum expectations for the next academic year.</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 coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes

<p>should use this document to help them direct their additional funding in the most effective way.</p>	<ul style="list-style-type: none"> ➤ 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

<p>Special Educational Needs support</p>	<p>Children who have been identified as SEN now have significant gaps in knowledge – whole units of work have not been taught/ or learning has not taken place with the support the child needs to succeed, 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 who were succeeding in class with Quality First Teaching and now needing more focused support due to significant gaps having developed through lockdown.</p>
<p>Speech and Language</p>	<p>Children who have been identified with speech and language difficulties received no focused support in lockdown. Therefore, correct speech and use of language has been negatively impacted. Children have lost opportunities to learn sounds due to the increase of facemasks. Children have also joined the school in reception who needs speech and language support, so as a school we have the highest register of names needing support.</p>
<p>Reading</p>	<p>Children have read less during lockdown more than any other subject, even though this is something that was more accessible for families and required less teacher input. Baseline information is showing skills of reading have been forgotten.</p>
<p>Non-core</p>	<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. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<p><u>Supporting great teaching:</u></p> <p>A recovery curriculum has been put in place in light of January- March lockdown. Key performance indicators have been identified in Maths and English, which will ensure over the next 17 weeks that the children make the progress needed to access the next year group.</p>	<p>Maths leader has looked at resources provided from NCEM and has implemented a "Go slow to go fast" plan. Staff have been given clear objectives, resources and intervention plan on how to catch children up. The English leader has looked at KPI and again implemented the same approach.</p>	<p>Children made expected progress and were able to access their correct curriculums.</p>	<p>DHT/Eng Leader</p>	<p>July 21</p>
<p><u>Supporting great teaching:</u></p> <p>The foundation subject will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p>Cornerstones curriculum has been purchased to help support planning allowing for more focus on differentiation.</p>	<p>Broad and balanced curriculum was implemented with interesting topics.</p>	<p>DHT</p>	<p>July 21</p>
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Complete regular termly test, STAR test, ready to progress units from White Rose.</p>	<p>Teachers completed gap analysis and were able to work on gaps.</p>	<p>DHT</p>	<p>July 21</p>
Total budgeted cost				£ 0

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
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<p><u>Small group Intervention</u></p> <p>Using information from STAR test to group children and help fill gaps in daily reading lesson. They will be confident readers and dips in reading attainment will be negated.</p>	<p>Reading time in class of 30 minutes every day, two sessions of 15 minutes.</p>	<p>Children were able to access their correct curriculum for reading.</p>	<p>SF</p>	<p>July 21</p>
<p><u>Intervention programme</u></p> <p>Appropriate maths, writing and phonics interventions, supports those identified children in reinforcing their understanding of skills being taught. Phonics rescue to be implemented to support Year 2 phonics children</p>	<p>Interventions identified. Staff within year group are able to deliver the intervention (TA/teacher)</p>	<p>Interventions were implemented and progress was seen in books.</p>	<p>DHT</p>	<p>July 21</p>
<p><u>Special Need Support</u></p> <p>More time needed for SENCo to assess and identify needs and share information with parents and teachers.</p>	<p>SENCo support to be increased by 1 day a week to allow for those children who have been identified during lockdown as having a need, to be assessed.</p> <p style="text-align: right;">(£10575)</p>	<p>Before COVID 21 children were identified as Tier 2. As of January 2022 61 children are currently Tier 2.</p> <ul style="list-style-type: none"> • Year 3 screened Dyscalculia and Dyslexia • Year 5 screened Dyslexia • Year 6 screened Dyscalculia and Dyslexia 	<p>HT</p>	<p>July 21</p>
<p><u>Speech and Language Support</u></p> <p>5 mornings a week speech and language time to allow specialist TA to work with more children more regularly.</p>	<p>Specialist TA to be released from class and covered by another adult to allow speech and language time.</p> <p style="text-align: right;">(£3750)</p>	<p>Children identified for programme if below 50th percentile.</p> <p><u>Year 1</u> Child A 3rd percentile to 73rd. Child B 11th Percentile to 78th. Children C 13th percentile to 73rd. Child D 18th percentile to 68th.</p> <p><u>Year 2</u> Child A below 50 to 73rd. Child B below 50 to 78th. Child C below 50 to 73rd. Child D below 50 to 68th. To save additional cost this TA was also used to do the Year R baseline assessments.</p>	<p>HT</p>	<p>July 21</p>
<p><u>Speech and Language Additional Resources</u></p> <p>Extra resources needed to teach the number of children requiring support.</p>	<p>Resources to be purchased to enhance programme and help children make rapid progress.</p> <p style="text-align: right;">(£500)</p>	<p>NELI programme £395 see above Associated resources for NELI £105</p>	<p>HT</p>	<p>July 21</p>

		Impact through data showed the positive impact NELI had. See above.		
<u>Additional Learning Resources</u> Resources identified for individuals to help make up lost learning and be used through focused interventions.	A variety of resources to be purchased to enhance interventions and help children make rapid progress. (£500)	Resources that were needed was additional support to carry out 'recovery curriculum'. Part time TAs were asked to do afternoon interventions. Data shows recovery curriculum worked.	HT	July 21
			Total budgeted cost	£15,325

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.	Additional online learning resources will be purchased, such as IDL to support children with English and Maths at home. Currently learning platforms will remain in place- Maths Whizz, TT Rockstars, spelling shed, SPaG.com. £558	Used the free trial, found the testing children were making progress, so purchased programme. Once purchased support was lacking from company and progress from children was not seen. Therefore resource was not renewed.	MG	Jul 21
<u>Access to technology</u> We have carried out a survey of parents to discover 12 families do not have access to technology to allow home learning.	Purchase 12 Chromebook and loan them to families who do not have access to technology. £3200	Of the 12 children the following numbers made appropriate progress: R 11 W 12 M 9	HT	April 21
<u>Summer Support</u> NA				

	Total budgeted cost	£19,083
	Cost paid through Covid Catch-Up	£16,640
	Cost paid through charitable donations	£2400
	Cost paid through school budget	£43