



# Catch-Up Premium Plan

## Fishergate Primary School

Summary information					
<b>School</b>	Fishergate Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£24,098	<b>Number of pupils</b>	303

### 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
<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><b>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</b></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>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parent and carers</li> <li>➤ Access to technology</li> <li>➤ Summer support</li> </ul>

Identified impact of lockdown	
<b>Maths</b>	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still enjoy maths learning however some are 'behind' in terms of normal expectations for their age and year group.</p> <p>Children in KS1 have forgotten how to form numbers and their number bonds. In KS2 they have forgotten written strategies for calculation, including carrying and exchanging, times tables facts, how to tell the time and work that they have done on fractions and decimals.</p>
<b>Writing</b>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar/Punctuation/Spelling skills have suffered, leading to lack of fluency and cohesion 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. Letter formation, handwriting, sentence structure and spelling are all issues in both Key Stages.</p>
<b>Reading</b>	<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. Comprehension skills have been impacted as has attention to reading and reading stamina.</p> <p>Current Y1 and Y2 children require support and intervention to catch up with phonics (especially before the autumn term screening check for Y2).</p>
<b>Non-core</b>	<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> <p>Summer term units from 2019/20 academic year have not been covered.</p> <p>Children are emotionally weak, show less resilience and have more limited focus.</p>
<b>EYU</b>	<p>Our new starters in Early Years have missed out on at least a term of play-based learning and experiences (either at pre-school or during their FS2 year). Areas of notable weakness include:</p> <ul style="list-style-type: none"> <li>• There is a very big split in the cohort with a clear difference between those who had access to good provision and play</li> <li>• For the first time have had to set up an phase 1 phonics intervention</li> </ul>

**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
<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>Skilful medium term planning in core subjects will ensure that gaps are plugged and the previous year's work is revisited whilst still addressing the current year's objectives.</p> <p>Flexible grouping – pupils are allocated to smaller groups based on individual needs that they currently share with other pupils – for example more explicit instructions, pre-teaching or mopping-up.</p> <p>Additional PE equipment to allow children in every bubble can have access to high quality and adequately resourced P.E. lessons</p>	<p><b><i>Additional time for teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA. £390</i></b></p> <p><b><i>Additional 45 teaching assistant hours per week - £24299 for the academic year.</i></b></p> <p><b><i>Additional PE equipment so it is not shared between bubbles £2277</i></b></p>		<p>DR</p> <p>AB, LM, DR</p> <p>DP &amp; DW</p>
<p><u>Pupil 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><b><i>Complete end of unit White Rose assessments £140 and NFER tests in November, March and June and record on DCPro £800 to identify gaps and track performance</i></b></p> <p><b><i>Prepare Y1 and Y2 children for the phonics check and carry out the testing £791</i></b></p>		
<p><b>Total budgeted cost</b></p>	<p><b>£28697</b></p>		

ii. Targeted academic support				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Intervention Programmes</u> Additional TA support will allow for greater use of tailored intervention programmes in all core subjects (reading, writing and mathematics). It will also be used to support SEMH needs.</p>	<p><b>Small group interventions include:</b></p> <ul style="list-style-type: none"> <li>- <b>Daily guided reading</b></li> <li>- <b>Phonics intervention x3 per week</b></li> <li>- <b>Daily handwriting</b></li> <li>- <b>Fresh start</b></li> <li>- <b>Fine motor skills</b></li> <li>- <b>White Rose revisits</b></li> <li>- <b>Times tables intervention</b></li> <li>- <b>Giggles nurture group</b></li> </ul> <p><b>1:1 intervention includes:</b></p> <ul style="list-style-type: none"> <li>- <b>RED readers</b></li> <li>- <b>Toe-by-Toe</b></li> <li>- <b>ELSA (including zones of regulation)</b></li> <li>- <b>Daily SEMH catch-ups</b></li> </ul> <p><b>10 hours per week = £5399</b></p>			
<b>Total budgeted cost</b>		<b>£5399</b>		

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Supporting parents and carers</u></p> <p>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.</p> <p>Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p><b>Online learning resources are in place Readit £675 and Espresso £1255 and more will be purchased, such as Bug Club to support children reading at home. Likewise, Spelling/Literacy Shed £347, TTRockstars £131 will be purchased so that children can practise spellings and Maths at home. Extra Chromebooks £8250 purchased for home learning. Subscription to Zoom to enable online training and meetings £348</b></p> <p><b>First day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are</b></p>			

	<p><i>to be purchased and set aside for children to take home when home-learning occurs.</i></p> <p><i>Worksheets, that marry up with the online learning for those with limited internet access/ability, are printed ready for distribution. £739</i></p> <p><i>Home learning packs produced for pupils with SEND who cannot access the online learning.</i></p>			
<b>Total budgeted cost</b>		<b>£11745</b>		

	<b>Total cost</b>	<b>45841</b>
	<b>Cost paid through Covid Catch Up Grant</b>	<b>24098</b>
	<b>Cost paid through normal school budget</b>	<b>21743</b>