

# Lancasterian Primary School

A safe and welcoming learning community where:

- we all aim high;
- everyone is included;
- creativity is valued.



## Catch-Up Premium Plan 2020 - 22

The below plan outlines our key strategies which are funded by the COVID Catch-Up Premium. All other teaching and whole school strategies linked to our in-school catch-up provision and recovery curriculum are addressed in the Self-Evaluation and School Improvement Plan (SESIP) 2020/21 & 2021/22

Summary information				
School	Lancasterian Primary School			
Academic Year	2020/21 & 2021/22	Total Catch-Up Premium	£28,690	Number of pupils
				391

### 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 year's reception through to 11.

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 <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>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>
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<b>Identified impact of lockdown</b>	
<b>Maths</b>	<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 attitude to learning however they are quite simply, 'behind'. Recall of basic skills has suffered – many children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.</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. 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>
<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 and reduced stamina in their reading and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected.</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>

**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><b><u>High-Quality Cover</u></b></p> <p>Due to the unpredictable nature of staff absence due to the pandemic, we need to ensure children have access to high-quality cover if their own class teacher is in self-isolation.</p>	<p>Lancasterian has experienced 2 COVID related long term sicknesses in teaching staff. We have covered this through the employment of consistent, long-term supply teachers to ensure children are receiving high-quality education and a small part of the catch-up fund has been allocated to this. The supply teachers have a good understanding of the curriculum, routines and children as they are on a longer-term contract.</p> <p style="text-align: right;">(£3,904.96)</p>		SLT	Ongoing
<p><b><u>Teaching assessment and feedback</u></b></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><i>Purchase and implement White Rose Maths Recovery Curriculum and use the tests from this scheme which directly link to the units teachers have been covering.</i></p> <p style="text-align: right;">(£100)</p>		Maths Lead	Summer 2021
<b>Total budgeted cost</b>				<b>£4,004.96</b>

**ii. Targeted approaches**

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date
<p><b><u>1-to-1 and small group tuition</u></b></p> <p>Identified children will work on reading fluency, comprehension skills and arithmetic skills. This will lead to children with significantly increased rates of reading fluency who can comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident mathematicians who can apply their arithmetic fluency skills in a variety of contexts.</p>	<p>Lancasterian is engaging with the National Tutoring Programme and is working with the Career Tree Tuition Partner. Children have been identified using data and teacher judgement and will have 15 hour blocks of tutoring which focuses directly on gaps in learning. Year groups identified are:</p> <ul style="list-style-type: none"> <li>• Year 2 – 2 classes</li> <li>• Year 5 – 2 classes</li> <li>• Year 6 – 2 classes</li> </ul>		Charlotte Clinton DHT	After first 15 hour block

	<p>12 children per class will be tutored (6 for maths and 6 for English) in a 15 hour block.</p> <p>Tutoring will run during summer term 2020/21.</p> <p>(1x15 hours for all children = £5,670)</p>			
<p><b>Targeted TA Support</b></p> <p><b>Targeted support for Y1 children in a class with high levels of SEND need, where there are a number of children who did not reach GLD due to missed learning.</b></p> <p><b>Targeted TA-led small group English and maths interventions.</b></p>	<p>From Oct – Mar, an additional TA will provide extra adult support for targeted children in the mornings for a Y1 class with high levels of need, where there are a number of children who did not reach GLD due to missed learning.</p> <p>This TA will also then work in the afternoon across the school, releasing full-time TAs from class so that they can run small group targeted interventions.</p> <p>(£21,666 per month for 6 months = £13,000)</p>			
<p><b>Weekend Intervention programme</b></p> <p><b>An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</b></p>	<p>Mr Numbervator intervention is identified and purchased. Children access this on Saturday mornings at home via Zoom.</p> <p>(£80 per week for 15 weeks = £1,200)</p>		Charlotte Clinton DHT	Ongoing
<b>Total budgeted cost</b>				<b>£19,870</b>

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date
<p><b>Devices and Internet Access for Children</b></p> <p><b>Children need access to devices if they are forced to isolate and work from home. This would ensure children could continue to complete school work set by teachers and complete tutoring online instead of face-to-face.</b></p>	<p>Lancasterian has purchased internet dongles to support children when working from home to ensure no missed learning.</p> <p>(£815.04)</p>		ICT Lead - Valentina	End of Spring Term 2021

<p><b><u>Nia Academy</u></b></p> <p><b>Haringey has identified data evidence which highlights that Black pupils' achievement is well below many of their peers and additional learning opportunities are needed for most vulnerable children whose learning opportunities and therefore their life chances have been seriously impacted on by the closure of schools for the past 6 months. The Nia Academy has been set up to provide English (reading and writing) and Black cultural study online lessons and is targeting Year 4 and Year 7 pupils.</b></p>	<p>Lancasterian has identified 8 Year 4 pupils who will engage with the Nia Academy funded by the school. It runs as a 3-year programme.</p> <p>Cost per child for a year of 30 weeks of lessons =  Year 1: £500  Year 2: £450  Year 3: £450</p> <p>Total cost for a child to do a 3 year Saturday programme is £1300 (for 90 Saturdays)</p> <p>(We will use catch up funding for the first year = £4000)</p>		DHT and PPFT	Summer 2021
<b>Total budgeted cost</b>				<b>4815.04</b>