



Lakeside Primary School Catch-Up Premium Plan

Summary information					
School	Lakeside Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£15,440	Number of pupils	193

Guidance (DFE Coronavirus (COVID-19) catch-up premium guidance 2020):

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 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 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"> ➤ 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 ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support

Identified impact of lockdown	
Reading	During the first National lockdown, the children at Lakeside accessed reading through online resources such as Purple Mash. Reading home learning was more accessible for families and required less teacher support. However, the materials that were used were not entirely accessible for all and a library of online resources would ensure reading continues even if a physical book could not be utilised. On returning to school in September 2020, more children are working below age related expectation than before lockdown. Many are less fluent in their reading and the gap between those children that read widely and those children who don't is now larger. The bottom 20% of readers have been disproportionately affected.
Phonics	The majority of children had limited phonics input during the first lockdown. Year 1 particularly had retained very little prior phonetic knowledge when they returned to school. Children who were more advanced at recognition and blending before lockdown have suffered less than those who didn't. Phase 3 revisiting will be needed for the majority of children.
Writing	Children have not missed 'units' of learning in writing as they have in maths and other subjects during the first lockdown. However, they have lost the daily essential practising of age appropriate writing skills. GPS specific knowledge has also suffered greatly, leading to lack of skills and fluency in writing. Children who maintained regular writing opportunities throughout lockdown have been less affected, however those who didn't write much/at all now need to work significantly harder at building writing stamina and motivation. Handwriting fluency as well as letter shape and orientation have also been impacted negatively.
Maths	During the first National lockdown, several units of maths work were missed in all year groups leading to gaps in learning. Inconsistent home learning has led to large disparities of knowledge, understanding and skills within class groups. Recall of previously embedded basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.
Non-core	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access usually available prior knowledge when learning something new. They are also less likely to be able 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.
The experience of being at home for different Lakeside pupils was very diverse during the National lockdown. Where some pupils have thrived on the quality family time and experiences the lockdown provided, others have had a very different experience. In all phases and key stages across school, individual children have been identified as needing support in the following areas:	
Social	Children who had very limited or even sometimes no exposure to other children during the first lockdown, have returned to school having lost the social skills needed in order to play and/or work collaboratively. In younger children, the ability to turn take and share is often non-existent and in the older children we have seen a significant increase in the need for adult attention, attachment concerns and the returning to and making relationships with their peers.
Emotional	There has been an increase in the number of children showing emotional difficulties since we returned to school. Children's anxieties around the safety of themselves and their families and self-esteem have been identified as the biggest areas of need. Parental/Carer mental health has also been identified as having increased dramatically and has placed a significant demand on school and the staff.

Behavioural	Across all key stages, children have returned with increased behavioural difficulties. Both learning and personal behavioural needs have been identified with a huge range of different behaviours being demonstrated on a daily basis.
--------------------	---

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	Action and cost	Impact (once reviewed)	Staff lead	Review date?
<p><u>High quality teaching</u></p> <p>Non-negotiable objectives from core subjects prioritised in Autumn term and beyond lesson planning. Identified gaps from previous year groups NC for all classes to allow all gaps to be filled and more than expected progress to be made</p> <p>Rapid and frequent phonics revision will be delivered to all key stage 1 children to allow all gaps to be filled. Whole class phonics time will allow children to recover recognition, decoding and blending skills before moving onto to improving reading fluency.</p> <p>All foundation subjects will be planned with increasing detail and consideration to ensure all opportunities to fill gaps left from missed units of work are taken.</p> <p>Increased quantities of physical resources across school to allow all classes to access during learning time despite the need to reduce sharing across bubbles</p>	<p>Additional release time for subject leaders to prepare non-negotiable objectives for all year groups. Alongside analysis and prioritisation of gaps following catch up curriculum assessments</p> <p style="text-align: right;">£1000</p>		NP/VS/WD	Jan 21
	<p>Additional time for teachers to research and plan foundation subjects. Release time and additional cover will be required to facilitate the additional PPA.</p> <p style="text-align: right;">£1000</p>		VS – Support from AJ/SY	Jan 21
	<p>Purchase additional resources to allow all classes to have access to their own supply as needed to support teaching and learning</p> <p style="text-align: right;">£1000</p>		NP	
<p><u>Assessment and monitoring</u></p> <p>Teachers have a very clear understanding of the gaps in learning that remain and use this alongside daily assessments for learning to identify individual class priorities. Planning is dynamic and focused on identified areas of need to allow for rapid progress.</p>	<p>Support from English, Maths and SEND leads to all teachers to ensure assessment is useful, planning is appropriate and children are targeted. Additional release time for leaders needed.</p> <p style="text-align: right;">£1000</p>		NP	July 21 Termly – Dec/Apr/Jul

Regular monitoring of core subjects allows progress to be consistent and support to be targeted Pupil progress discussions to identify target groups regularly completed Work Scrutiny with HT and Core Subject Leads to monitor rapid progress.	Regular pupil progress discussions with assessment and data lead to monitor journey of identified children. £1000			
<u>Curriculum design</u> Delivery of a 'Recovery curriculum' through the Autumn term and beyond to target identified children/groups/classes with specific areas of need. Social, emotional, behavioural and MHWB needs supported and children achieving and successfully accessing all learning opportunities.	Design a recovery curriculum covering 5 themes for returning to school. Daily lessons delivered. Staff training and review time during staff meetings to review each class and their individual needs. Delivery of weekly tailored recovery lesson from Autumn term and beyond. Release time to support staff and monitor. (£1000)		NP/VS/AJ	Nov 20 Feb 21
Total budgeted cost				£6000

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition using a qualified Teacher</u> Identified children will have significantly increased rates of reading fluency and understanding. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be able to discuss and answer questions on a text, at an age appropriate level. They will be confident readers and dips in reading attainment will be corrected. Identified children will have significantly increased mathematical fluency and understanding. Age appropriate mental maths skills will be increased and subsequently mathematical equations and reasoning skills will improve. Identified children will have significantly increased writing knowledge, understanding, skills, fluency and stamina. Age appropriate grammar, handwriting and writing stamina will show that dips in attainment have been corrected.	A part time qualified teacher will be employed from Jan 2021 to target identified children on a 1-1/small group basis in identified areas of reading, writing and maths. They will focus on specific Year groups in urgent need of rapid progress (£11,000)		NP	Jul 21

<p><u>Intervention programmes</u></p> <p>Children in early years who have been identified as needing language intervention will work with Intervention programme to significantly increase oral language and early literacy skills. This could include Nuffield Early Language Intervention (NELI) or WELCOM</p> <p>Children identified as requiring additional behaviour support have improved learning and personal behaviours during the school day and beyond to allow increased academic progress and mental health and wellbeing.</p>	<p>NELI programme identified and registration completed. Staff within phases to be trained and are able to deliver the intervention confidently. Release time for Reception teacher and TA to complete the initial baseline assessments and the interventions sessions 3 x 15 mins per child weekly. Additional Early Communication, Speech and Language training for Early Years Lead with Janet Cooper from Midland Partnership Foundation Trust</p> <p>(£1000)</p> <p>Plan B identified as behaviour support intervention and service. All identified children have a completed Boxall profile to identify areas of need. Fortnightly 1-1 behaviour sessions with consultant. Boxall profile completed again at end of intervention to measure improvement.</p> <p>(£1150)</p>		<p>SY</p> <p>NP/WD</p>	<p>July 21</p> <p>July 21</p>
Total budgeted cost				£13,150

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 and confidence in accessing learning at home than during first National lockdown. Remote learning will be linked to learning taking place in the classroom and will be new and sequential.</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 computer based learning offer.</p>	<p>Video and paper based instructions for parents and children on accessing online learning and uploading work for feedback will be made. Release time for computing lead to create documentation. All guides uploaded to school website.</p> <p>£0</p> <p>Daily paper packs are printed and ready to distribute for all children.</p> <p>£0</p>		<p>TS</p> <p>Class teachers/ TB</p>	<p>Oct 20</p> <p>Oct 20</p>

<p><u>Access to technology</u></p> <p>Google classroom and meet to be used for a daily 'Teacher check-in' session with the T, TA and a small group of children. Engagement with remote learning increased following access to staff for support and motivation.</p> <p>Disadvantaged students to have access to technology and data to access online learning option should they want to. Increased participation and engagement in online remote learning offer.</p>	<p>Google classroom purchased and set-up across whole school. All staff and children to have regular coaching sessions and practise lessons using google meet in preparation for bubble closures. Video and paper based instructions to be created and provided to all families for support. Release time for computing to support and prepare training and materials. Additional support from Walsall ICT computing team to set up Google classroom. Grant applied for and awarded</p> <p>Purchase 30 Chromebooks and set up 'loan' scheme for bubble closures and/or self-isolation. Purchase data SIM cards for families to have access to internet. £6289.80</p>		TS	Oct 20
Total budgeted cost				£6,289.80
Total cost				£ 25,439.80
			Cost paid through Covid Catch-Up	£15,440
			Cost paid through school budget	£9,999.80