



Catch-Up Premium Plan

Summary Information					
School	Littledean C of E Primary School				
Academic Year	2020-2021	Total Catch-Up Premium	£8,480	Number of Pupils	106

Guidance	
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of 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. School's 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 Year 11. As the catch-up funding has been designed to mitigate the effects of the unique disruption caused by Covid-19, the grant will only be available for the 2020-2021 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 cohorts and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a 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 advise 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"> • 1:1 and small group tuition • Intervention programmes • Extended school time <p>Wider strategies:</p> <ul style="list-style-type: none"> • Supporting parents and carers • Access to technology • Summer support

Identified Impact of Lockdown	
Maths	Specific content (units of work) have been missed, leading to gaps in learning. Children's knowledge of place value has suffered which has a significant impact on other areas of the maths curriculum.
Writing	The children have lost their 'writing stamina' and are finding it more challenging to produce longer pieces of text. Handwriting and general letter formation is weaker than prior to lockdown. Across the school, spelling is an area which is severely affecting the children's writing – this is based on spelling rules in KS2 and the ability to spell tricky words in KS1. In EYFS the children's fine motor skills are not as advanced which is affecting their pencil grip and letter formation.
Reading	Children accessed reading during lockdown more than any other subject. This was something that was accessible for families and required less teacher input. Our baseline data suggests that reading is the strongest area for the children in the school, however reading stamina continues to be an area of concern. Children appear to have retained the majority of their comprehension skills and are able to further develop these through guided reading sessions.
Non-Core	There are now significant gaps in knowledge due to whole units not being taught during lockdown. This means 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.

Planned Expenditure				
Teaching and Whole School Strategies				
Desired Outcome	Approach and Anticipated Cost	Impact	Staff Lead	Review Date
Quality First Teaching will enable children to further develop their writing skills, with a particular focus on spelling and handwriting. English curriculum in each class will be adapted to address these areas of development.	Rising Stars Skills Builder resource to be used in whole class lessons (£1000)		ZH/HM	March 21
	Letter Join resource to be used in whole class lessons and as a specific intervention (£292)		ZH/HM	March 21

Pre-Learning Tasks will continue to be used in order to place children at the correct starting point in any area of study.				
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Planned Expenditure				
Targeted Approaches				
Desired Outcome	Approach and Anticipated Cost	Impact	Staff Lead	Review Date
To further the develop the spoken language skills of our very youngest children (Reception)	Inclusion in the Nuffield Early Language Intervention (NELI) A group of 5 children in the cohort will access the intervention: 3x30 min group sessions per week 2x15 min individual sessions per week Intervention = 20 weeks Cost of NELI (free) Training Day: £300 Cost of TA for 20 weeks = £2100 Total= £2400		LH/SW	July 21
To further develop the spoken language skills of children in Year 1.	Oracy Project Intervention 5 children TA cost = £1300 Resources = £500 Teacher Release time = £400			

	Total Cost = £2200			
To use reading to the further develop the children's vocabulary to support the writing process.	<p>Targeted daily readers with a focus on developing a greater awareness of the language choices made by authors.</p> <p>Rising Stars Vocabulary: Lower Key Stage 2 = £95 Upper Key Stage 2 = £95</p> <p>TA led (afternoons) for 20 weeks = £2400</p> <p>Total Cost = £2590</p>			
Total Expenditure = £8482				