



Catch-Up Premium Plan

Summary information					
School	South Failsworth Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£32,560	Number of pupils	446

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 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



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Identified impact of lockdown	
Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Whilst some children have smaller gaps due to high levels of engagement with home learning during lockdown, some children had no or limited engagement and/or parental support which has led to very differing gaps. Recall of basic skills has been impacted and some new learning has not been remembered as there has not been the drip feed and revisit that would normally occur.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Those who have maintained writing throughout lockdown are less affected, however those who have done limited or no writing have had to work especially hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write. Spelling has been a particular concern in Years 3 and 4 based on initial assessments.
Reading	Generally, children accessed reading during lockdown more than any other subject. This is something that was more accessible for families, especially through the medium of Bug Club and required less teacher or adult input. However, children are less fluent in their reading and the gap between those children that read widely and those children who do not is now increasingly wide. The bottom 20% of readers have been disproportionately affected especially where they have read less at home. This has been particularly evident in Years 1 and 2. In addition, we have lost a significant number of home reading books that have not been returned following the school closure period.
Well-being and mental health	We have been pleasantly surprised at how our children have coped during the school lockdown and they have returned to school motivated to learn, happy and on the whole able to reform and continue with friendships. Behaviour has been very good across all year groups. We have introduced a daily well-being activity following the 'SHAPE' programme which enables children to spend 5-10 minutes daily reflecting on different aspects of well-being. Some individuals have been identified as having experienced trauma/ difficulties during lockdown or that the lockdown period has caused additional difficulties to pre-existing concerns.



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Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

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> Children access a broad and balanced curriculum. Pupils and cohorts with identified gaps in sequences of learning have these gaps addressed and are able to access learning appropriate for their year group and term of learning.</p>	<p>Teachers to ensure they provide a broad and balanced curriculum however there should be a stronger emphasis on the teaching of reading, writing and maths to ensure gaps in learning and teaching of missed sequences of learning are addressed. Subject leads, SLT and all teachers have contributed to ideas that would benefit classes and group within classes. These learning opportunities and others will be built into the class timetable however the frequency and specific sessions will depend on the needs of the class, cohort and groups within the class.</p> <ul style="list-style-type: none"> • maths minute • Shared reading • Additional maths afternoon sessions • Reading in other subjects • Opportunities for cross curricular writing 		VF AM	Apr 2021
<p><u>Teaching assessment and feedback</u> Teachers to have an accurate and clear understanding of children's current attainment and any gaps in their learning to inform planning for lessons and also interventions.</p>	<p>PIRA, PUMA, GAPS and DFE KS1 and KS2 papers to be purchased/ prepared to be administered as part of an early assessment week in September. Research and introduce any additional assessment that would give further detail about specific gaps in children's mathematics learning.</p> <p style="text-align: right;">£1260</p>		AM	Dec 2020
<p>Improved pupil tracking system to enable SLT and teachers to track the progress of classes, cohorts, groups and individuals especially for pupils with significant gaps in specific core subjects.</p>	<p>DHT to compare our current systems with other available systems and to refine or replace our current system to ensure effective tracking of pupils' attainment and progress.</p> <p style="text-align: right;">TBC</p>		AM	Apr 2021



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<p><u>Transition support</u> Children in Year 1 have access to continuous provision for at least the full Autumn term to ensure a smooth transition from EYFS to NC, especially for those pupils who did not return to school during the partial reopening.</p> <p>Ensure the school website provides information to families of pupils transferring in year and also to families of children due to start Nursery and Reception in September 2021.</p>	<p>Year 1 teachers work with EYFS lead to organise classrooms to best fit a continuous provision/EYFS approach. Purchase additional resources to enhance continuous provision areas.</p> <p>Redesign of the school website to ensure it is more user friendly. Photographer to take updated photos of the school including classrooms and learning spaces to replace a tour of the school.</p> <p style="text-align: right;">£620</p>		<p>MB/ KB</p> <p>VF</p>	<p>Dec 2020</p> <p>Jan 2021</p>
Total budgeted cost			£1880	

i. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p>Reading Children in the bottom 20% and those identified as not making expected progress in reading in KS1 and Year 3 will increase the phonic knowledge and be more fluent and confident readers. Children in the bottom 20% and those identified as not making expected progress in reading in KS2 will have improved inference skills and be more fluent and confident readers.</p>	<p>Specialist teaching assistant to take on a new non class based role full time to allow them to work with identified pupils across school to provide specific reading interventions. This will include phonics interventions, Project X intervention, reading inference intervention and also bespoke interventions for individuals and groups.</p> <p style="text-align: right;">£19,188</p>		<p>CS, LS, AM</p>	<p>Mar 2021</p>



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<p>Writing including GAPS Children in KS1 to apply phonic knowledge to writing to ensure they are spelling unknown words phonically accurately and using learning common exception words correctly in writing.</p> <p>Children in KS2 to be more familiar and confident with spelling words from theirs and previous year groups spelling lists including knowing and applying spelling rules in writing.</p>	<p>Identified pupils in KS1 to access the phonics catch up intervention during the school day.</p> <p>Identified pupils access the IDL intervention during the school day including at lunchtimes.</p> <p style="text-align: right;">£199</p>		<p>MB</p> <p>ZC</p>	<p>June 2021</p>
<p>Mathematics Children in KS2 to have an initial assessment to identify gaps in mathematical understanding.</p> <p>Children have 'plugged the gaps' in their mathematical understanding and have made better than expected progress from their initial September 2020 starting point to enable them to achieve their individual end of year targets.</p>	<p>Third Space 1-1 inline tuition intervention for an increased number of identified Year 6 pupils from Sept 2020 and a further number of identified pupils from Years 4, 5 and 6 from Jan 2021. Third Space includes an initial placement assessment and then a bespoke series of sessions.</p> <p>Third Space is a NTP therefore 50% of places are subsidised.</p> <p style="text-align: right;">£7915</p>		<p>AM</p> <p>AA</p>	<p>June 2021</p>
Total budgeted cost				£29, 182



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ii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Children will have access to high quality online and paper based resources. Pupils access Bug Club at home and in school more frequently. They will have more varied and relevant, newly purchased reading books.	Teachers to promote Bug Club to families in September meet the team meetings and continue to raise the profile in school and support children accessing Bug Club in school during guided reading sessions and at other times.		CB	Mar 21
	A love for reading and devoting time for reading in school will be promoted at all times. 100 reads, reading books charts will be used to reward those reading paper books and Bug Club books.		CB	Mar 21
	Initially new KS1 books will be purchased for the book bands which had least returned books following the school closure and in the Spring term, following a review of how KS2 reading books are organised, further books will be purchased to restock the book bands with least books. £2784		CB	Mar 21
<u>Access to technology</u> All pupils will be able to access high quality home learning in the event of self isolating or a wider school closure. High quality home learning will be accessed via the Seesaw and/or Tapestry platforms and will follow the school guidelines for home learning. This will ensure that following a short term isolation or a wider school closure, children are all accessing the same, or very similar, learning experiences to ensure that gaps in learning and understanding are minimal upon their return to school.	Ensure all teachers have access to a suitable laptop and i-pad to enable them to plan, deliver and provide feedback for home learning in the class of individual, class or wider school closure. £3353		BG/ NC	Dec 20
	Apply for Government funded devices to support pupils with limited or no access to technology at home. These will be loaned to families on a needs basis.		BG/NC	Dec 20
			MB/ BG	Sept 20



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	<p>Upgrade access to Seesaw for the academic Year 2020/21 to support home learning and ensure highest level of access to all Seesaw functions.</p> <p>Teachers to follow the home learning guidelines to ensure that those learning at home are able to access, as much as possible, the same learning experiences as those taught in school to ensure all children can learn and make progress.</p> <p style="text-align: right;">£1584</p>			
<p><u>Mental Health and Well being support</u> Pupils present with positive well being and all have accessed and benefitted from a range of well being experiences.</p> <p>Identified pupils have accessed appropriate support to enable them to improve their emotional and mental health which in turn enables them to fully access school – both academically and socially.</p>	<p>The SHAPE programme will be introduced to all pupils from Reception upwards. This focuses on different aspects of well being and provides opportunities for reflection and discussion on the pandemic situation and the difficulties families and individuals have faced.</p> <p>During Pupil progress meetings, individuals have been identified as having experienced trauma/ difficulties during lockdown or that the lockdown period has caused additional difficulties to pre-existing concerns. These pupils will have support from JT. This could be weekly sessions, regular check – ins or a period/ programme of support with a specific focus e.g. bereavement.</p> <p>JT will not have a class teaching commitment for 3 mornings to enable this to happen.</p> <p style="text-align: right;">£9552</p>		<p>MB</p> <p>LS/ JT</p>	<p>Jun 2021</p> <p>Jun 2021</p>
Total budgeted cost				£48,335
			Cost paid through Covid Catch-Up	£32560
			Cost paid through charitable donations	£1500
			Cost paid through school budget	£14275