



## Catch-Up Premium Plan Fynamore Primary School

### Summary information

<b>School</b>	Fynamore Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£32,688	<b>Number of pupils</b>	407

### 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>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 <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 have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. Children with biggest gap are those that had less engagement with learning during lockdown.</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> <p>The new personalised Spelling programme that had started just before lockdown has been re-introduced quickly and this has allowed the children the opportunity to improve their spelling quicker.</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.</p> <p>Improved access to e-reading will continue to support this.</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. In science, the practical aspect of the learning was also lost. A new catch up curriculum has been planned for by co-ordinator. Knowledge planners/organisers are allowing gaps to be plugged.</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><u>Supporting great teaching:</u></p> <p>The foundation subjects 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>A consistent approach to the teaching of Maths following positive feedback during lockdown from parents and pupils.</p> <p>INSET for teachers to support writing.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports</p>	<p><i>Additional time for subject leaders and senior leaders to research and plan-core subjects. Release time and additional cover will be required to facilitate the planning of the catch up curriculum in maths, English and science. ( 2 days for 5 teachers = £1754.22</i></p> <p><i>SeeSaw curriculum continued for maths curriculum to allow consistency for children and allow online learning to transition across for any children self-isolating</i> (Seesaw – see PP Plan. White Rose + £139)</p> <p><i>Sarah Cook INSET day for whole school CPD.</i> (£500)</p> <p><i>Ensure access to manipulatives to all. Regular cleaning to ensure safety.</i></p>	<p>Feb 21: following on from latest lockdown, subject leaders have had the opportunity to look at the curriculum. A 'well being' approach has been applied on initial return with assessments to happen in last week of term 4.</p> <p>Seesaw used to support all learning during lockdown Jan – March 2021. The use evolved throughout the time to reflect needs. Postponed due to lockdown. Planned for later in academic year.</p>	<p>SLT (DS)</p> <p>CL</p>	<p>Apr 21 Children have settled well and the majority have good behaviours for learning and progress is evident. Recovery curriculum rolled out in English and Maths (III document). Science coordinator has completed catch up curriculum. 'Soft' assessments completed before Easter holidays and PP meetings held in T5. Apr 21 White Rose maths daily lessons consistently used and NFER tests planned for end of T6 for summative evidence/transition information for next teachers INSET day to be confirmed</p>
<p><u>Teaching 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><i>Purchase and implement the PIRA &amp; PUMA testing for all year groups (excluding EYFS, yr 2 &amp; 6). Nessy testing for Children who identify with specific needs.</i> ( £2300)</p>	<p>Feb 2021: Formal assessments delayed due to lockdown. These will follow as the children settle back to their learning.</p>	<p>SLT (DS)</p>	<p>Changed to NFER tests because they align more closely to SATs tests. Assessment week booked for T6</p>

<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with Fynamore have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>A virtual tour of Fynamore Primary School is available on our website and shared with all new-starters. Additional transition arrangements for EYFS to ensure a smooth start to school life.</i></p>	<p>Mar 2021: EYFS team effectively supported virtually throughout lockdown with seesaw work and for those children in class.</p>	<p>DS/RP</p>	<p>Ongoing May 2021 Plans in place for children to complete traditional induction routine. Letters sent to parents and carers with dates included. Virtual tour still available. Parent meeting date planned.</p>
	<p><i>EYFS to have a shared fulltime TA to support an effective early start to their Fynamore journey. Due to many having not been in nursery provision.</i></p> <p><b>(£16,669.15)</b></p>			<p>Due to staff absence, the fulltime TA role has been highly valued and an integral part of the planning for EY staffing</p>
<p><b>Total budgeted cost</b></p>				<p><b>£21,362.37</b></p>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition/intervention programmes</u></p> <p>Identified children will have significantly increased rates of reading fluency . 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 confident readers and dips in reading attainment will be negated.</p> <p>Identified children with significant gaps in maths to follow a prescriptive intervention such as Dyscalculia assessment to identify learning needs and teach specific needs to increase progress.</p> <p>ELSA used to support the children with specific emotion needs that may be hindering access to learning. Play therapy to support vulnerable pupils. Sports mentor to run small groups to support self-esteem and gross motor skills.</p>	<p><b><i>Additional opportunities for adults to hear children reading 1:1; Specific programmes such as Toe-by-Toe or PAT to support some children.</i></b></p> <p><b><i>An intervention is identified. Staff within age group bubbles are trained and they are able to deliver the intervention confidently (inclusive of entry and exit data).</i></b></p> <p><b><i>Each year group (excluding EYFS) to have 3.5 hours per week to address specific intervention on top of usual classroom TA support.</i></b></p> <p><b><i>Shared adults across year group bubbles to support year group needs with these interventions.</i></b></p> <p style="text-align: right;"><b>(£20,339)</b></p> <p>See Pupil Premium Plan</p>	<p>March 2021: Some interventions had to pause due to lockdown, but alternatives that could be worked on at home were sent out. Since returning, teachers have devised timetable to support intervention.</p> <p>Mar: ELSA deployed in most vulnerable classes to support needs. Sports mentor running a variety of groups to support need.</p>	<p>DS</p> <p>DS</p>	<p>May 21 Interventions reviewed and adapted as part of Pupil Progress meetings, following on from assessments at the end of T4. TAs deployed across year group. Intervention timetables designed for effective staff deployment. Rainbow Room open for Y3 children where some of the curriculum is taught. Spelling, maths and reading ages assessed for children with IEPs at key assessment points across the year. Dyslexia screenings on going plus SENDS referrals and Behaviour Support referrals.</p> <p>May 21 ELSA provision for an increasing number of children from different bubbles (priority list) Sports Mentor working (mostly outside) with children from different bubbles. Parental agreement sought.</p>
<b>Total budgeted cost</b>				<b>£41,701.77</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 paperbased home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p><i>Additional online learning resources will be purchased, including Oxford Reading Owls to support reading at home (£220 FOFSA funded)</i></p> <p><i>Home-learning paper packs are printed for children who may need to self-isolate but do not have access to reliable online resources.</i></p> <p><b>(£82.26)</b></p>	<p>Mar 2021: Reading Owls access offered to all pupils during lockdown.</p> <p>Pop-up library started by Deputy Head during lockdown allowed children to swap books in a secure manner.</p> <p>EYFS sent learning packs home to all pupils. A small number of pupils across the school also needed paper copies of work.</p>	<p>DS</p> <p>SLT/DS</p>	<p>Ongoing</p> <p>April 21: Reading Owls available for children self-isolating and for small group work/guided reading activities in class. Paper packs not needed currently since full reopening of school on 8 March.</p> <p>The successful pop-up library closed on 5 March but will reopen if we have a future lockdown.</p>
<b>Total budgeted cost</b>				<b>£ 42,004</b>
			<b>Cost paid through Covid Catch-Up</b>	<b>£32,688</b>
			<b>Cost paid through charitable donations</b>	<b>£220</b>
			<b>Cost paid through school budget</b>	<b>£9,316.03</b>