



Penwortham Primary School

Happy Children Who Achieve



Primary School Catch up Funding Plan – October 2020

The government is providing schools with £650 million of universal catch-up premium funding for the 2020/2021 academic year. The aim of the funding is to help pupils catch up on education they have missed due to the coronavirus (COVID-19) pandemic. Schools should use this funding for specific activities to support their pupils to make up for lost teaching over the previous months. The Education Endowment Foundation has released its 'School Planning Guide 2020-21', which schools can use to develop their plans for the premium. This plan enables schools to outline how they are going to invest their funding for the whole school, targeted support and wider areas, e.g. supporting parents – at the end there is a summary report to outline the overall goals of the spending. Each section of the plan outlines actions to be taken, the aim of the intervention, how much the intervention will cost, who the lead member of staff will be and any additional comments.

Total number of pupils on roll: 203

Total catch-up budget: Funding on Oct Census- approx. 207 children on roll- at £80 per child equates to approx. £16000

Date of review: Christmas 2020. Spring term 2021 and Summer term 2021

Use of funds EEF Recommendations 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. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support 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.

Identified impact of lockdown

Well Being Pupils have missed the routine of school and being with peers for an extended amount of time. For some children this is impacting their well being. In addition some pupils have been less physically active and this has affected their physical and mental well being. They have also missed the fundamental skills of PE teaching and the opportunities to work as part of a team.

Maths Specific content has been missed, leading to gaps in learning. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments. The coverage in the summer term was missed and therefore we are anticipating gaps in the spring term/ summer term especially around measures/ data handling.

Writing 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 a 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.

Phonics/ Reading Gaps in phonological awareness have been identified. Whilst phonic work was set as part of the school's home learning offer, some of it has not been embedded. 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.

Non-core There are some significant gaps in knowledge – whole units of work have not been taught in the depth that we would normally teach 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 such as trips and visitors.

TEACHING AND WHOLE SCHOOL SUPPORT

Action	Intended Outcome and Estimated impact	Cost	Staff lead	Comments/ evaluation
To further develop and strengthen the school's online learning platform and utilise it to further enhance communication.	<ul style="list-style-type: none"> In the event of a bubble closure or if children need to isolate, they can send completed work back to the teacher online and feedback can be given. There is a facility for feedback to pupils. Communication to parents is improved through use of APP Staff are confident in using the remote learning tools 	£1200	HH	
To support teaching in both the core and foundation subjects	<ul style="list-style-type: none"> Purchase of the Lancashire transition units from the LPDS to support teaching and learning in English. Purchase of White Rose Hub materials to support planning in Maths. These have been adapted to account for lost learning in the summer term. Gaps within English/ Maths are assessed and appropriate interventions are put in place. Training is sourced for subject leaders/ teachers if required to support teaching/ learning in all subject areas. Training for staff in <i>Learning Loss</i> in English and maths for all year cohort teachers 	£1000	HH	
Ensure that teaching assistant are well trained in supporting pupils specific needs	<ul style="list-style-type: none"> TAs are confident in providing intervention strategies to pupils <p>Phonics Emotional Regulation/ anger management intervention Improving Memory Precision Teaching</p>	£350	LG	

Targeted teaching of key objectives for English and Maths Identification of 'missed areas of learning in all subjects	<ul style="list-style-type: none"> • Ensure that pupils are taught the key objectives for their year with a focus on these in the summer term • Subject leaders are able to identify with class teachers missed learning in order to support teaching and learning in the following year 	Staff meeting time	all	
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TARGETED INTERVENTION

Action	Intended Outcome and Estimated impact	Cost	Staff lead	Comments/ evaluation
To provide small group or individual targeted intervention across the school including disadvantaged	<ul style="list-style-type: none"> • Targeted intervention ensures that gaps caused by the pandemic in learning are closed in areas identified by class teachers through their ongoing assessment. • School employs a teacher known to school for 1 day a week to deliver the bespoke interventions across the school. • Specific targeted gaps are closed. Children make expected progress and are at age-related or working 	£4000	HH	
To support children where key phonics learning has been missed.	<ul style="list-style-type: none"> • Purchase of the 'Bounce Back Phonics Scheme' and 'Fast Track Phonics' schemes aimed at key year groups e.g. Y2/ Y3 and Y1 in the summer term. Purchase of spelling catch up programme for Y5 and 6 Training for TA staff who will deliver these interventions 	£150	HH	
Speech and Language support for most vulnerable pupils in reception class	<ul style="list-style-type: none"> • Training of staff for delivering NELI language scheme • Daily small group and 1:1 delivery of NELI • Assessments of starting points are made. • Pupils make good progress from starting points and impact can be shown 	£4000	RJ	

Support for Y6 as they transition to Y7	Subject leaders in English maths and science meet with colleagues from KS 3 to identify areas of learning for Y6 Summer term and Y7		ZA HH EL	
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WIDER STRATEGIES

Action	Intended Outcome and Estimated impact	Cost	Staff lead	Comments/evaluation
<p>Provide additional support for well being for all pupils through targeted PSHE lessons, whole school assembly and circle time activities</p> <p>Rebuild physical well being</p>	<p>The PSHE leader will develop a core curriculum that is also suited to the current needs of our pupils. All classes have a PSHE lesson each week, these are following the SCARF scheme (part of the Lancashire Life Education Bus). In addition there is an extra lesson each week to allow children time to talk, discuss and ask questions and /or to follow up the PSHE lesson. Assemblies have been planned to support personal well being. Two assemblies each week focus on My Personal Best values. Two assemblies use Scarf resources (as used in PSHE lessons) with a focus on Healthy Me and well being</p> <p>PE Following research which tells us that being physically well helps us to be mentally well we are aiming to have 2 PE lessons each week and a Daily Mile. Some swimming time has been lost and we aim to catch this up using Sports' Premium funding by having 2 year cohorts attending swimming 2021-2022 Although we were able to maintain some fitness levels during remote teaching skills based teaching was more challenging.</p>	£350	<p>LG With Learning Mentor</p> <p>EL</p>	

	<p>We aim to invest further funding into a qualified coach to work across school, promoting fitness, teaching additional PE skills lessons.</p> <p>Behaviour incidents are low. Pupils well being surveys show improvement in their own perceived well being</p>			
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