**Frenchay Primary School**

**Catch-Up Premium Plan**

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| **Summary information** | | | | | |
| **School** | Frenchay Primary School | | | | |
| **Academic Year** | 2020-21 | **Total Catch-Up Premium** | £11,040 | **Number of pupils** | 138 |

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| **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** |
| 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](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support).  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 guide for schools](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1) 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. | The EEF advises the following:  Teaching and whole school strategies   * Supporting great teaching * Pupil assessment and feedback * Transition support   Targeted approaches   * One to one and small group tuition * Intervention programmes * Extended school time   Wider strategies   * 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. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, ‘behind’.  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. |
| **Writing** | Children at the start of their primary education journey demonstrate the biggest losses in terms of learning due to the lockdown. These are around the application of phonics into writing and their independence of producing any extended writing. Spelling of common exception words especially those that are not known phonically as weak. Across the school children’s ability to write for sustained periods of time has suffered.  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. |
| **Reading** | 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’s fluency (for the most part) has shown little impact but their skills at inference and deduction for example are not as strong as they were previously. The gap between those children that read widely and those children who don’t is now increasingly wide. |
| **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 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 ‘wow’ events which means that new topics have had less impact on building enthusiasm and enjoyment for learning as seen in term 3 and 4 2019/20 just prior to lockdown 1.  Children have been less active throughout lockdown which is having an adverse effect on their health and fitness.  Relationships between peers has also been negatively impacted on by the lockdown. For some, they find it difficult being together all the time in their new bubbles. They argue more and show greater signs of boredom especially at lunchtime particularly in KS2. The lack of space in the school site significantly contributes to this issue. Those is KS1 are also more inclined to fall out, they also find their resilience to the length of the school day is diminished and so are tired and emotional much more quickly. |

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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) | | | | |
| 1. **Teaching and whole-school strategies** | | | | |
| **Desired outcome** | **Chosen approach and anticipated cost** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting great teaching:  Quality first teaching is key to increasing performance at all levels and for all children. The employment of an outstanding practitioner to work across each bubble will develop skills in English and Maths and fill gaps.  Training on early writing skills for Teachers and Teaching Assistants working within Years EYFS to year 3 to support the development of early writing skills lost due to COVID.  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. | *Additional Practitioner as experienced class teacher to work with each bubble, reducing group size for all e.g. class teacher to work with 15 to 20 pupils from one year group in mixed year group class whilst additional teacher to work with 10 -15 of the other year group. All children experience smaller groupings to support more individual support in core subjects.*  *(£11,800)*  *Members of the year 2/ 3 class, and those specifically identified in years EYFS to Year 3 to access training provided by LA English advisers. Release time for staff.*  *Additional time for teachers to research and plan non-core subjects in the new topics.*  *(£1000)* |  | HS  JW, BW, SA, JE, EK, WC, RB  All teachers  KM/ BL/ HP |  |
| Teaching assessment and feedback  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. | *Implement the NFER and White Rose assessments. Complete termly tests and record assessments on INSIGHT to identify gaps and track performance.*  *(£1000)* |  | KM/HS/MB |  |
| Transition support  Children who are joining school from different settings or who are beginning their schooling with Frenchay have an opportunity to become familiar and confident with the setting before they arrive. | *An extended transition period for new starters in September with smaller groupings for the first 3 weeks of school, gradually building up each week so they become more familiar and confident in the setting.*  *Non contact time for EYFS staff to meet with EY settings to gain greater knowledge for transition.*  *(£600)* |  | KM/AP/ WC |  |
| **Total budgeted cost** | | | | **£14,400** |

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| 1. **Targeted approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| 1-to-1 and small group tuition  Identified children from each bubble will have significantly increased accuracy of the use of their phonic application, accuracy is spelling and how to translate this into early writing because of training. This will lead to greater accuracy in writing and high levels of pass rates for the year 2 phonics checklist (90% for year two pupils who missed Year 1 phonic check).  Small group work will ensure writing and maths skills are progressed and gaps are clearly identified and lugged, led by an experienced qualified teacher to ensure the highest impact. Accessed across each bubble for all pupils.  Small group work with adults listening to readers to ensure greater fluency in reading during lockdown 3. Pupils confidence will grow as well as retaining their engagement in reading and other small group activities. | *Additional release time and training to support the delivery of the early writing training.*  *(£300)*  *Additional qualified teacher to facilitate small group work for targeted children, reducing group sizing for others in the class to ensure all benefit. 3 x mornings a week*  *(Costed above)*  *Online TA small group support for those behind as well as those with EHCP during lockdown 3.* |  | JW, BW, SA, JE, EK, WC, RB  HS |  |
| Intervention programme  An appropriate literacy and SALT intervention, such as Time to Talk supports those identified children in making improvements in speech which may have been negatively affected by more reduced social contact whilst at home.  Wellbeing sessions will develop children’s social interactions and support wellbeing and confidence which has been negatively impacted by lockdown. Team building activities will ensure relationships are developed and resilience is improved. | *An intervention is identified and purchased. Staff within phases are trained and they can deliver the intervention confidently. 2 hours per week additional intervention*  *(£2,000)*  *Weekly well being sessions by Progressive Sports for each bubble across the school.*  *(£1,000)* |  | GC  MB Progressive Sports |  |
| Extended school time  Craft club offered to one bubble to support building enjoyment of arts and develop social engagement with peers as well as CT weekly. | *Weekly sessions in term 2 for pupils in one bubble.* |  |  |  |
| **Total budgeted cost** | | | | **£3,300**  Additional |

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| 1. **Wider Strategies** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact (once reviewed)** | **Staff lead** | **Review date?** |
| Supporting parents and carers  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. The distinctive Christian character of the school will be promoted through the use of such resources.  Children have access to appropriate stationery and paper-based home-learning as well as any IT requirements such as the loan of a laptop or access to the internet if required, so that all can access learning irrespective of ability of child/parent to navigate the online learning.  Meetings to support parents with a range of concerns such as child’s behaviour, wellbeing, dealing with difficult situations, accessing school ensures they are well supported and confident in approaches to deal with each individual situation. | *Additional online learning resources will be purchased, such as Seesaw, ISingUp to support children’s spiritual development as a church school.*  *£180*  *Stationery is made available to those who require it along with loans of IT equipment for those who are deemed vulnerable.*  *£300*  *Regular meetings, use of ELSA and Behaviour support or SENCO time.*  *(£1000)* |  | KM/BL/ HP |  |
| Access to technology  Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, additional laptops and iPads will be purchased to support teaching and learning across each bubble.  Also see above | *Purchase additional laptops and ipads for each bubble.*  *(£15,500)* |  | KM/BL/ HP |  |
| Summer Support  NA |  |  |  |  |
| **Total budgeted cost** | | | | **£16,980** |
|  | | **Cost paid through Covid Catch-Up** | | **£11,080** |
|  | | **Cost paid through charitable donations (E.g. PCC)** | | **£180** |
|  | | **Cost paid through other sources** | | **£15,500** |
|  | | **Cost paid through school budget** | | **£7920** |
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