



Little Sutton Primary - Catch-up Premium Plan 2020-2021

School name:	Little Sutton Primary
Academic year:	2020-2021
Total number of pupils on roll:	424
Total Catch-up Premium:	£33,680 (of which £8, 420 was received in October 2020)
Current Catch-up Premium spend:	£31,235

DfE Guidance	EEF Recommendations
<p>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. At Little Sutton the funding will be used for specific activities to support our pupils to make up for lost teaching over the previous months. While funding allocated is on a per-pupil basis, the amount available can be used as a single total from which to prioritise support for pupils according to their needs. It is not a requirement to spend the funds in the financial year beginning 1 April 2020; schools can carry some or all catch-up premium funds forward to future financial years if they wish.</p> <p>This plan outlines how we are going to invest their funding for the whole school, targeted support and wider areas. Each section of the plan outlines the relevant considerations, including 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. The plan will be regularly reviewed each half term.</p>	<p>The Educational Endowment Fund (EEF) advises consideration of the following aspects when using the Premium funding:</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"> • Intervention programmes • One to one and small group tuition • Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting parent and carers • Access to technology • Summer support

Identified impact of lockdown

Reading	<p>Children accessed reading during lockdown more than any other subject. We were able to use the Letters and Sounds videos which our English Hub recorded and these were widely accessed by our children and enabled children to keep up with their learning in reading. However, application of phonic skills to reading was less developed by children at home. This affected their fluency in reading. In Key Stage 2 the gap between the children who usually read widely and those that don't increased considerably during the period the school was closed to these pupils. There was also a notable gap in pupil's comprehension skills throughout the school and this was particularly in lower key stage 2.</p>
Writing	<p>The effects of school closures and the lockdown in response to the Covid-19 pandemic has been particularly detrimental in children's writing and spellings skills. Children did not necessarily miss 'units' of learning in the same way as reading and maths, however upon the analysis of the initial baseline teacher assessments it was clear that children lost essential practising of fundamental writing skills. Children returned to work lacking stamina at writing, weaknesses in punctuation, grammar, handwriting and attention to detail in their work.</p>
Maths	<p>During the time the school was closed initially all to pupils and then Years 2, 3, 4 and 5 we set daily maths work online. In addition, we sent home maths books for children from Year 1 to 6, to complete work weekly over the summer holidays. We maintained a sense of balance with the accessibility of regular home learning units and maths programmes, specific content has been missed and the lack of access to resources, led to a lack of conceptual understanding in number and learning across other strands taught in maths. Children still have enthusiasm for maths and lockdown has not affected their resilience and overall approach to learning; however some children have shown to have some significant gaps. This is reflected in baseline assessments.</p>
Non-core subjects	<p>Gaps in knowledge are apparent in other subject areas. While 'learning mats' relating to topics being taught in school were shared each week this was difficult to assess and monitor. Some children were unable to explore the topics in a deeper way as expected in school, therefore being unable to access the pre-requisite knowledge when approaching a new topic. They are not always able to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and overall 'wow' moments that they would experience if being at school.</p>

Planned expenditure (grouped in accordance to the Education Endowment Foundations Coronavirus support guide for schools)

1. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Staff lead	£	Review date	Impact (once reviewed)
<p><u>Supporting great teaching:</u> Ensuring a range of reading books are provided to pupils so they continue with a love of reading.</p> <p>Ensuring there are a sufficient amount of resources which can be accessed regularly by all pupils in Maths in order to develop their conceptual understanding.</p>	<p><i>Purchase reading books as required for lower KS2.</i></p> <p><i>Purchase additional manipulatives for EYFS/KS1 initially.</i></p>	<p>EW JF</p> <p>RK</p>	<p>£1,000</p> <p>£500</p>	<p>January 21</p> <p>January 21</p>	
<p><u>Teaching assessment and feedback</u> Teachers have a very clear understanding of what gaps in learning remain using core assessments and use these to inform pupil progress and actions to help accelerate learning.</p>	<p><i>Purchase and implement the Rising Stars National Test-style Standardised Assessments suite. Complete termly tests and record assessments to identify gaps and on Insight to track performance.</i></p>	RK	£3,000	<p>December 20</p> <p>April 21</p> <p>July 21</p>	
<p><u>Transition support</u> Children who are joining school from different settings or who are beginning their schooling with Little Sutton have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p><i>A 360 interactive virtual tour of Little Sutton Primary School is arranged and shared with all new-starters on the school website.</i></p>	NA	£650	Ongoing	
Total budgeted cost			£ 5,150		

2. Targeted approaches

Desired outcome	Chosen approach and anticipated cost	Staff lead	£	Review date	Impact (once reviewed)
<p><u>Intervention programme</u> Identified focused children in EYFS and KS1 will receive additional phonics and reading support as a priority in order to help them make accelerated progress.</p> <p>Identified focused children in KS2 will receive additional reading, writing and maths support as needed as a priority in order to make accelerated progress</p>	<p><i>The EYFS and KS1 Phase Leaders will have identified the focus children from class action plans in phonics and reading. These focus children will receive 15 weeks of targeted support with a Teaching Assistant for two afternoons per week to support them in reading and phonics (see costed plan).</i></p> <p><i>The Lower KS2 and Upper KS2 Phase Leaders will have identified the focus children from each class action plan. These focus children will receive 15 weeks of targeted support with a Teaching Assistant for two afternoons per week to support them in maths, reading, writing and phonics (see costed plan).</i></p>	Phase Leaders	<p>£6,607</p> <p>£6,607</p>	July 21	

<p><u>One to one and small group tuition</u> Identified focused children (lowest 20%) in Year 6 will receive additional maths and English support as a priority in order to close the gaps and accelerate their progress.</p>	<p><i>Year 6 staff will have identified the focus children from their class action plans. These children will receive targeted teaching from their teacher three afternoons per week to address any misconceptions and close any gaps. (from school budget)</i></p> <p><i>A Maths group of 4 children will receive tuition after school one evening a week from their maths teacher.</i></p> <p><i>A Maths group of 4 children will receive 5 mornings of intensive teaching support.</i></p>	<p>SLT and Y6 staff</p> <p>SS</p> <p>SS/MR</p>	<p>£372</p> <p>£5, 097</p>	<p>February 21</p> <p>February 21</p> <p>February 21</p>	
<p><u>Reading groups</u> Focused reading group in Year 2 and Year 3 will have addressed any weaknesses in phonics, reading fluency and prosody due to time missed in the Summer term. Children 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 and fluent readers.</p>	<p><i>Additional release time and training to support the delivery of the reading approaches in KS1 for the Phonics Lead (1 day) (from school budget)</i></p> <p><i>Additional release time will be provided for the Y3/4 Phase leader and English Lead to organise reading books and reading groups in lower KS2.</i></p>	<p>JF</p> <p>KP EW</p>	<p>£180</p>	<p>February 21</p> <p>February 21</p> <p>-</p>	
<p>Total budgeted cost</p>			<p>£18,863</p>		

3. Wider strategies

Desired outcome	Chosen approach and anticipated cost	Staff lead	£	Review date	Impact (once reviewed)
<p><u>Supporting parents and carers</u></p> <p>Children will have greater opportunities to access learning at home through online tools. 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 paper-based home-learning if required so that they can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p><i>Additional online learning resources will be purchased, such as TEAMS.</i> <i>(funding received)</i></p> <p><i>Home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs.</i></p>	AH CH	(£1,500)	February 21	
<p><u>Access to technology</u></p> <p>During self-isolation children will have access to online resources and online teaching so that they can rotate through remote learning effectively</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access</p>	<p><i>TEAMS will be implemented by both staff and pupils during remote learning. It will be used to further support online learning for children who are self-isolating</i> <i>(As above TEAMS funding received via grant)</i></p> <p><i>Purchase of this will enable the existing stock of laptops to be allocated to teachers.</i></p>	AH CH NA	£500	Ongoing	

school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	<i>(plus additional £4,826 from school budget)</i>		£4,294		
<u>Summer support</u> During the 2020 summer period books were purchased to support catch up learning in reading and maths for year groups not attending school. The strategy was so successful and welcomed by our parents that the school will now be extending this to 2021. This will ensure pupils basic learning is maintained.	<i>CGP books in reading and maths will be purchased to support children's learning during the summer break. The books will be used to help close the gaps and support in transition work.</i>	SLT	£2,428	October 2020	
Total budgeted cost			£7,222		

How will impact be measured and communicated?

Impact on progress will be reviewed regularly by the Phase Leaders who measure the impact of strategies in place. Senior Leaders will liaise with Phase Leaders to decide at the end of the 15 week interventions what the priority is for further support. We will then use the remaining balance to meet the priorities identified. Impact of the strategies used will be presented to the Governors and Standards and Achievement groups for scrutiny and outcomes will also be reported to the full Governing Body.