



# Catch-Up Premium Plan 2020 to 2022

## Lord Deramore's Primary School, York

**THIS PLAN SHOULD BE READ IN CONJUNCTION WITH OUR PUPIL PREMIUM GRANT PLAN**

Summary information					
<b>School</b>	Lord Deramore's Primary School, York				
<b>Academic Year</b>	2020-21 & 2021-22	<b>Total Catch-Up Premium</b>	£17,280	<b>Number of pupils</b>	214

### 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
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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 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.

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

Strategies being adopted at Lord Deramore's are highlighted in yellow

## 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 some are not 'behind' in terms of normal expectations for their age and year group.</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. This is reflected in arithmetic assessments.</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.</p> <p>Grammar/Punctuation/Spelling skills have suffered, leading to lack of fluency and cohesion 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. Spelling, especially in KS2, is an area of growing concern for some children.</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. The bottom 20% of readers have been disproportionately affected, as have those who are classed as disadvantaged.</p> <p>Current Y2 children require support and intervention to catch up with phonics (especially before the autumn term screening check).</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.</p> <p>Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p> <p>Summer term units from 2019/20 academic year have not been covered.</p>
<b>Phase 1 (Early Years and Year 1)</b>	<p>Our new starters in Early Years and our current Year 1 cohort have missed out on at least a term of play-based learning and experiences (either at pre-school or during their FS2 year). Areas of notable weakness include:</p> <ul style="list-style-type: none"><li>• Language and communication (specifically speaking and listening)</li><li>• Managing emotions</li><li>• Making relationships</li></ul> <p>Phonics development in Y1 has stalled and requires intensive work during the next few terms.</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>Enhance the curriculum through opportunities for cultural enrichment</p>	<p><i>Explore universal offer for remote cultural/curriculum enrichment activities (e.g. virtual workshops, Covid secure visits, live performances etc). £200 per class.</i></p> <p><b>(£1,400)</b></p>		Phase Leads	July 22
<p>Resourcing of speech and language provision (and possibly intervention) within EYFS</p>	<p><i>Resources to support the development of speech and language provision in EYFS (incl. resourcing of 'Talk Partners' intervention led by EY team and SENDCO)</i></p> <p><b>(£500)</b></p>		RC JH	Dec 21
<p><u>Pupil assessment and feedback</u></p> <p>Training and development on phonic and reading assessments for all teachers and teaching assistants to inform intervention and reading support. Resource linked to new <i>Little Wandle</i> phonics scheme.</p>	<p><i>Purchase of appropriate reading assessment materials and costs for staff training / additional TA hours</i></p> <p><b>(£1,000)</b></p>		JH / MMc / JJ	July 21
<b>Total budgeted cost</b>	<b>£2,900</b>			

**ii. Targeted approaches**

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 support (particular focus on reading)</u></p> <p><u>Intervention Programmes</u></p> <p>All year groups will have identified their 'vulnerable readers'. These children will include (but are not limited to) those with SEND linked to reading/learning difficulties, low-prior-attaining readers assessed at PKS and potentially WTS (from EYFS or KS1) and those identifiable as disadvantaged (in particular in receipt of Free School Meals).</p>	<p><i>Daily 1-to-1 reading with a designated class teaching assistant. Additional TA provision will be required in order to achieve this, particularly in KS2.</i></p> <p><i>Appointment of temporary TA2 in Y5 to increase adult support capacity across the school</i></p> <p><b>(£9,870)</b></p> <p><i>Investment in a 'catch up' vocabulary programme for LKS2 led by LH as part of her NPQML project.</i></p>		Phase Leaders / Class Teachers	Feb 21
			LH MMc	Ongoing -

<ul style="list-style-type: none"> <li>Increased phonic knowledge and ability</li> <li>Increased rates of reading fluency</li> <li>Improvement in children's standardised reading scores and ages</li> <li>Greater confidence and enjoyment of reading</li> </ul> <p>Additional TA support will allow for greater use of tailored intervention programmes in all core subjects (reading, writing and mathematics).</p>	<p><b>Budgeted costs to purchase and roll out 'Accelerated Reader' plus some non-contact time LH.</b> <b>(£1,500)</b></p> <p><b>Additional 1:1 tutoring support with SENDCO for children with SEND needs</b> <b>(£3,000)</b></p> <p><b>Additional 1:1 or small group 'booster' tutoring for Y1 and Y2 children identified as requiring phonic intervention or support.</b> <b>(£6,000)</b></p>		RC  JH  JJ/AG/MM c/SMc	Final evaluation July 22  End of support  End of support July 22
<p><u>Intervention Programmes</u> <u>Extended School</u></p> <p>Offering small group booster support for children in Y6 who have less time to 'catch up' than peers in other year groups.</p>	<p><b>After-school booster sessions, led by class teachers, for identified WTS children who – with support – could reach EXS. Year 3 to Year 6 provision.</b> <b>(£12,000)</b></p>		All Y3-Y6 teachers	July 22
<p><b>Total budgeted cost</b></p>	<p><b>£32,370</b></p>			

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
None adopted				

	Total cost	<b>£35,270</b>
	Cost paid through Covid Catch Up Grant	<b>£17,280</b>
	Cost paid through normal school budget	<b>£17,990</b>