



Catch-Up Premium Plan Lodge Farm Primary School

Summary information

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 Y11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19)

Use of Funds

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.

EEF Recommendations

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

The well-being and mental health of our children is our overriding priority. At Lodge Farm this does not come in the form of a weekly lesson or intervention project, it is integral to our everyday ethos. It is securely couched in the relationships with our children. There is mutual respect and interest. We have a secure knowledge of the children and their families; knowledge of what the children need and not just in terms of what will motivate their learning. We talk with our children. We listen to our children. We respond to our children.

Identified impact of lockdown	
Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. As we follow Herts for Learning Essential Maths Planning, it is easy to identify the missed learning from the previous year. This has been addressed by planning “reactivation” lessons which allows the teacher to cover missed key objectives from previous years, in order for the children to consolidate and progress through the new content. ‘Catch up’ interventions are taking place for some individuals who require additional support on these objectives.</p> <p>Through our Remote Learning Offer, teachers planned for daily fluency lessons in addition to main Maths lesson. The purpose of fluency sessions is to recap and rehearse previous learning to support long term memory as well as re- laying the foundations for new learning.</p> <p>Children still have a huge appetite for maths and lockdown has not affected their attitudes.</p> <p>Baseline assessments and regular Pupil Progress discussions will further identify those pupils who need additional support and robust intervention to accelerate their progress and close the gap</p> <ul style="list-style-type: none"> • Arithmetic and Calculation Strategies • Application and Problem Solving
Writing	<p>Children have not 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 did not write much have had to work exceptionally hard on writing stamina (including handwriting) and improving their motivation due to the lack of fluency in their ability to write.</p> <p>Baseline assessments will further identify those pupils who need additional support to accelerate their progress and close the gap</p> <ul style="list-style-type: none"> • Handwriting • SPAG • Fluency and stamina
Reading	<p>Through our remote learning offer, reading was given a high profile with daily phonics lessons; dedicated reading activities and class storytelling by staff.</p> <p>The gap between those children who had embedded their phonic knowledge through prior teaching and learning and those that did not is increasing. Interventions have begun and new books have been purchased at eh lower end of our reading scheme.</p> <p>Baseline assessments and regular Pupil Progress discussions will further identify those pupils who need additional support and robust intervention will further identify those pupils who need additional support to accelerate their progress and close the gap</p> <ul style="list-style-type: none"> • Fluency and prosody • Comprehension
Non-core	<p>There are now significant gaps in skills and 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>

During the Autumn Term, Subject Leaders identified gaps in their subject and signposted teachers to support in gap filling. This will now be reviewed further.

Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.

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>Curriculum essentials for Reading, Writing and Maths are identified.</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>Our Model Google Classroom which was started during Remote Learning continues to be used as a platform for modelling and exemplification purposes.</p>	<p><i>Additional time for Subject Leaders to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA.</i></p> <p><i>Invest in NowPressplay for immersive “trips”</i></p> <p><i>(Also, Staff meeting time)</i></p> <p><i>Look at Knowledge Organisers to support long term planning – especially with regards to vocabulary.</i></p>		<p>SLT – NR</p> <p>Subject Leads</p>	<p>July 21</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>Pupil Progress meetings -The teachers to choose the most pressing need and set a target for this. Review meetings are planned for three weeks with evidence to be provided of a baseline level alongside evidence of the progress ready to discuss at the review meeting.</p> <p><i>Investigate, purchase and implement Pura and Pira termly tests and record assessments to identify gaps and to track performance.</i></p> <p><i>Continue with AfL Single Plan Priority which started during the Autumn Term – the central point of teaching and learning</i></p>		<p>HT and Subject Leads</p>	<p>July 21</p>
<p><u>Transition support</u></p> <p>Children in Year 6 who are moving on to secondary school have a thorough transition.</p> <p>Children who are moving to a new Key Stage in September have a supportive transition.</p>	<p><i>Nurture Team to liaise with secondary schools for virtual tours and transition.</i></p> <p><i>Nurture Team to work with individual families to support transition – finding out individual worries and concerns and to support with readiness whether this is moving to</i></p>			

Children who are making the transition back to school following Lockdown are supported. Bespoke interventions are put in place for SEND and vulnerable learners.	<i>a new school, key stage or simply returning to Lodge Farm.</i>			
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ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Identified children will have significantly increased rates of reading fluency and prosody. 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.	Additional support staff to be employed in KS2 to address intervention needs which are beyond the scaffolding and support already in place through quality first teaching. Robust provision mapping for each class to show support across the curriculum.		SLT	July 21
<u>Intervention programmes</u> An appropriate numeracy intervention, such as HfL Essentials, supports those identified children in reinforcing their understanding of basic maths skills and application of number.	Maths and English Back on Track materials from HfL to be purchased and used consistently across the school (KS1 – 2) In conjunction with the documents above, Subject Leads identify the curriculum essentials for teachers to focus on. <i>An intervention is identified and purchased using the NTP. A tutor is trained and they are able to deliver the intervention confidently (inclusive of entry and exit data) for 5 afternoons a week</i>		Subject Leads – JB and NR	July 21
<u>Extended school time</u> Identified children are able to access a catch-up club. The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.	<i>The cost of a d TA per club and snacks for the children is made available.</i>			Ongoing

