

Catch-Up Premium Plan



Summary information					
School	Leighton Academy				
Academic Year	2020-21	Total Catch-Up Premium	£35,200	Number of pupils	440

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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<p>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.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</p>	<p>The EEF advises the following:</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"> ☐ One to one and small group tuition ☐ Intervention programmes ☐ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ☐ Supporting parent and carers ☐ Access to technology ☐ Summer support
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Identified impact of lockdown

Maths	<p>Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. This will be most evident in the summer term when objectives are revisited. Knowledge has stuck most in upper key stage 2 and baseline data shows % at expected standard is in line with before lockdown however those who were working at the higher standard are no longer achieving that standard on tests.</p> <p>Recall of basic skills including number facts and times tables have only been affected by those not engaging with the remote learning and these pupils have been identified.</p>
Writing	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Stamina is a problem and teachers need to build up with short burst writing in order for pupils to be working at the same level as before lockdown.</p>
Reading	<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. This is most evident in years 1&2 where phonics has been missed. There is a bigger gap in reading between disadvantaged pupils and their peers.</p>
Non-core	<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. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</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>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. All year groups have revisited the missed topics and devised a plan to ensure skills and knowledge are covered before the end of summer 2021 in consultation with the coordinators.</p> <p>Whole school CPD in phonics has been accessed with a focus on identifying gaps and intervening where necessary.</p> <p>Additional shared reading session in every class every day.</p>	<p><i>Floppy's Phonics CPD</i> (£500)</p> <p><i>Accelerated reader training and full implementation</i> (£1000)</p>		<p>MS</p> <p>MS</p>	<p>Spring 21</p> <p>Spring 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>Standardised tests track progress and impact – NFER</p> <p>Focus on whole class feedback and time in lessons for immediate feedback. Marking policy reviewed.</p>			<p>JY</p>	<p>Dec 20 Spring 2021</p>
			<p>Total budgeted cost</p>	<p>£ 1500</p>

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1 and small group tuition</u> Improved Yr 6 test scores through targeted support in reading and maths. Improved reading age, fluency and comprehension in year 1 - 4	<i>CS used as tutor</i> <i>(£6000)</i>		LS	Feb 21
	<i>Academic Mentor for early reader intervention in reception, year 1 and year 2</i> <i>(£4500)</i>		JY/NJ	Feb 21
	<i>Academic Mentor for early reader intervention in reception, year3 and year 4</i> <i>(£4500)</i>			
<u>Intervention programme</u> Narrow the gap between those whose reading level has been most affected through lockdown and their peers.	<i>EEF backed intervention programme – Lexia purchased x 80 licenses</i> <i>(£6000)</i>		LS	Spring 21
			Total budgeted cost	£21,000

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Mental Health and Well being</u> Children are able to learn as they feel safe and confident.	<i>Out of class mental health lead to deliver interventions and preventative work.</i> <i>£5000</i>		LS	July 21
		Costs allocated to date		£27,500
		Remaining budget		£6,300