

Catch-Up Premium Funding

Loose Primary School

Summary information

Academic Year	2020-21 2021-22	Total Catch-Up Premium	£ 52 000
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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.

Due to Lockdown 2, the plan for spending the COVID catch up funding plan has changed and this is reflected throughout this document in the comments in blue.

30/06/21 Review. Changes and amendments to document shown in orange.

2021/22

Schools allocation of funding was allowed to be rolled over into the 2021/22 academic year. As a result of this, we have made additions to this document to show planned expenditure for our rolled over allocation.

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](#)

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

[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.

- Intervention programmes
- Extended school time

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown

Maths

Feedback suggests that the majority of children who accessed learning from home largely practised multiplication tables, number bonds and calculations for the four operations during lockdown using a variety of online platforms. However, the ability to apply these to problems and across a range of strands was more difficult for teachers to plan for and model effectively remotely which has affected the progress of some children. The ability to provide feedback and targeted support through such online platforms was limited and it is essential children are provided with the chance to apply their skills and deepen their understanding of all areas in the coming terms.

In addition, as children focussed largely on separate concepts in isolation they did not have the opportunity to regularly revise concepts and practise fluency of arithmetic where many concepts are tested all at once. The mental stamina to jump from concept to concept from one question to another is a priority moving forwards as for some KS2 children this gap has widened.

All children learning from home also missed the opportunity to consolidate learning using hands on manipulatives as well as with visual representations which are used daily in a normal classroom setting to reinforce understanding. This lack of access to concrete apparatus has led to misconceptions developing for some children in both key stages which are being targeted by classroom based staff.

Writing

Teachers found it difficult to teach writing skills remotely during lockdown, and parents found it hard to deliver writing lessons to children. Feedback from parents has suggested that writing was the subject they tended to avoid when they were home-schooling their children during the school closures. It is certainly evident that they have lost essential practice of writing skills.

In KS1, some children's fine motor skills and handwriting have been affected. Many of them worked solely online during school closures and did not often pick up a pen. As a result, handwriting and fine motor skills are a huge focus in our KS1 classes.

In KS2, 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 in school continued to have access to a wide range of reading material, although were not being taught Reading in the same way as they would have been before lockdown. Some children at home would not have had access to quality, language rich texts at all. Comprehension tasks were set for

children to complete at home as part of their home learning packs, but teachers were unable to provide specific feedback. Children were encouraged to access online learning platforms such as Bug Club and the National Oak Academy. Again, it was not possible provide feedback to the children.

Children in lower KS2 (Y3 and 4) are less fluent in their reading and the gap between those children that read widely, and have books available to them at home, and those children who don't is now increasingly wide.

Children in KS1 missed a large chunk of their Phonics learning, which has naturally affected their fluency in reading, too. 90% of the Year 1 cohort were predicted to pass their Phonics screening at the end of Year 1. [However on their return to school 81% passed the December screening in 2020 which is an increase from the predicted 76% due to increased amount of support due to COVID funding.](#)

Planned expenditure

Desired outcome	Strategy	Impact	Staff lead	Cost
Year R Close in gaps in learning and focusing on speech and language development.	Adults have been given additional hours within school to assist in delivering interventions and support for Year R. Year R are receiving around 30 hours of additional support each week. Hours of support have happened regularly throughout Terms 5 and 6.	<u>March 2021</u> Baseline assessments have been completed on highlighted children. <u>May 2021</u> Review of assessments to see if progress has been made by targeted children. <u>July 2021</u> Children have made progress in their speech and language. They have sound understanding of key sounds and are ready for Year 1.	HO SJ	Cost for Terms 5 and 6. £6,500
Year 1 Close gaps in learning for core subjects with a focus on number for maths and sentence construction for writing.	Class teachers have identified gaps in learning for a range of different children in core subject areas including writing, number and reading. A qualified class teacher who usually works with Year 1 works with children from across the year group. This member of staff therefore fully understands the Y1 curriculum and the	<u>Dec 2020</u> - 81% passed the phonics screening in Dec 2020 due to the intense focus catch up delivered during the first few months of the academic year. This is in line with national	CT CC BF SJ	@ 1 x day per week Nov – Aug 21 is c£8,600

	<p>expectations within the Year Group. The children and teacher work in a designated learning space in school.</p> <p>Small groups (maximum of 8) enables personalised learning whilst still allowing the opportunity for discussion of ideas. The gaps in learning will have been identified by the main class teacher and handed over to catch up teacher.</p> <p>The day is split by subjects, with the morning consisting of maths and literacy group interventions and the afternoon focusing on phonics.</p> <p>Provision is timetabled so that no child misses the lesson with their main class teacher in order to take part in the same lesson with the catch up teacher. This ensures that the intervention for either maths or literacy that the children receive is in addition to their classroom-based lesson.</p> <p><u>March Update</u> The experienced Year 1 teacher will continue supporting in Year 1. However the teacher will work within the Year 1 classrooms to deliver outstanding teaching in a curriculum area e.g. PSHE/RE and the CT and TAs for the specific classes will have time out to run interventions for their own class. We feel this will have a greater impact on the children involved.</p> <p>The school have acted to offer additional hours to staff working within the school to get each year group more additional hours of support. This additional support is targeted at supporting those children with the biggest gaps from Lockdown 2. From the beginning of Term 5 Year 1 will be</p>	<p>average but below our usual pass rate of 90-93%.</p> <p><u>Feb 2021</u></p> <ul style="list-style-type: none"> - Targeted children have improved outcomes in the books. - Children are engaged with class based learning and make progress. - <u>Due to Lockdown 2 Feb progress has stalled.</u> <p><u>March 2021</u></p> <ul style="list-style-type: none"> - <u>After returning from Lockdown 2 the children have been assessed by class teachers and highlighted at Pupil Progress meetings.</u> - <u>Children identified to be baselined against a suitable test.</u> <p><u>May 2021</u></p> <ul style="list-style-type: none"> - NFER data is seen to improve for targeted children (increase in standardised score). - Children are not flagged at Pupil Progress meeting as needing additional support. - <u>Baseline tests are recompleted and progress can be reported.</u> <p><u>July 2021</u></p> <ul style="list-style-type: none"> - Children are closer to achieving their age related 		<p>Cost for Terms 5 and 6. £6,500</p>
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	<p>receiving an additional 23 and a half hours of support in classrooms weekly.</p> <p>Hours of support have happened regularly throughout Terms 5 and 6.</p>	<p>expectations and transition to the next year group.</p> <ul style="list-style-type: none"> - Teachers give a full handover including additional support and support for following academic year is suggested and planned for. 		
<p>Year 2</p> <p>Close gaps in learning for core subjects with a focus on number for maths and sentence construction for writing.</p>	<p>Class teachers have identified gaps in learning for a range of different children in core subject areas, including writing, number and reading.</p> <p>A qualified class teacher who usually works with Year 2 works with children from across the year group. This member of staff therefore fully understands the Y2 curriculum and the expectations within the Year Group. The children and teacher work in a designated learning space in school.</p> <p>Small groups (maximum of 8) enables personalised learning whilst still allowing the opportunity for discussion of ideas. The gaps in learning will have been identified by the main class teacher and handed over to catch up teacher.</p> <p>The day is split by subjects, with the morning consisting of maths and literacy group interventions and the afternoon focusing on phonics.</p> <p>Provision is timetabled so that no child misses the lesson with their main class teacher in order to take part in the same lesson with the catch up teacher. This ensures that the intervention for</p>	<p><u>Feb 2021</u></p> <ul style="list-style-type: none"> - Targeted children have improved outcomes in the books. - Children are engaged with class based learning and make progress. <p><u>May 2021</u></p> <ul style="list-style-type: none"> - NFER data is seen to improve for targeted children (increase in standardised score). - Children are not flagged at Pupil Progress meeting as needing additional support. <p><u>July 2021</u></p> <ul style="list-style-type: none"> - Children are ready for the next step in school. - Children are developing independence using taught strategies so they can cope without additional support. - NFER data for these children continues to improve. 	<p>CT</p> <p>JC</p> <p>BF</p> <p>SJ</p>	<p>@ 1 x day per week Nov – Aug 21 is c£8,600</p> <p>Cost for Terms 5 and 6. £6,500</p>

	<p>either maths or literacy that the children receive is in addition to their classroom-based lesson.</p> <p>The school have acted to offer additional hours to staff working within the school to get each year group more additional hours of support. This additional support is targeted at supporting those children with the biggest gaps from Lockdown 2. From the beginning of Term 5 Year 2 will be receiving an additional 20 hours of weekly additional in class support.</p> <p>Hours of support have happened regularly throughout Terms 5 and 6. The number of hours of support within Year 5 has also increased in Term 6 with them now receiving an additional 10 hours of in class support.</p>	<ul style="list-style-type: none"> - Focus children are receiving daily reading with an adult. 		
Year 3 Catch Up Programme	<p>Our Year 3 programme has been focused around closing the gaps that have opened up for children during the COVID schools lockdown this year.</p> <p>We have employed an experienced teacher to provide an additional whole day of support for our Year 3 cohort. This experienced teacher is going to be working to deliver catch up sessions including small group teaching, 1:1 mentoring, pre and post teaching, focused interventions.</p> <p>The teacher's day is broken into two halves. During the morning session, they work with small groups from across the cohort to support the learning that is taking place within class but with additional support and at a different pace. This is allowing us to ensure that further gaps don't open up between children.</p>	<p><u>Feb 2021</u></p> <ul style="list-style-type: none"> - Targeted children have improved outcomes in the books. - Children are engaged with class based learning and make progress. <p><u>May 2021</u></p> <ul style="list-style-type: none"> - NFER data is seen to improve for targeted children. - Children are not flagged at Pupil Progress meeting as needing additional support. <p><u>July 2021</u></p>	SJ CC CT	<p>@ 1 x day per week Nov – Aug 21 is c£8,600</p> <p>Cost for Terms 5 and 6. £6,500</p>

	<p>In the afternoon, the teacher is working to a set intervention timetable with set groups of children to deliver high quality, well planned teaching to help close gaps. The focused interventions are focused around arithmetic skills, sentence structure and reading.</p> <p>Year 3 catch up programme halted for two weeks (16/11/20 – 26/11/20) due to all children within the year group self-isolating.</p> <p>The school have acted to offer additional hours to staff working within the school to get each year group more additional hours of support. This additional support is targeted at supporting those children with the biggest gaps from Lockdown 2. From the beginning of Term 5, Year 3 will be receiving an additional 16 hours of weekly support.</p>	<ul style="list-style-type: none"> - Children are ready for the next step in school. - Children are developing independence using taught strategies so they can cope without additional support. - NFER data for these children continues to improve. 		
<p>Year 4 Catch Up Programme</p>	<p>Our Year 4 programme has been focused around closing the gaps that have opened up for children during the COVID schools lockdown this year.</p> <p>We have employed an experienced teacher to provide an additional whole day of support for our Year 4 cohort. This experienced teacher is going to be working to deliver catch up sessions including small group teaching, 1:1 mentoring, pre and post teaching, focused interventions.</p> <p>The teacher’s day is broken into two halves. During the morning session, they work with small groups from across the cohort to support the learning that is taking place within class but with additional support and at a different pace. This is</p>	<p><u>Feb 2021</u></p> <ul style="list-style-type: none"> - Targeted children have improved outcomes in the books. - Children are engaged with class based learning and make progress. <p><u>May 2021</u></p> <ul style="list-style-type: none"> - NFER data is seen to improve for targeted children. - Children are not flagged at Pupil Progress meeting as needing additional support. 	<p>SJ CT</p>	<p>@ 1 x day per week Nov – Aug 21 is c£8,600</p> <p>Cost for Terms 5 and 6. £6,500</p>

	<p>allowing us to ensure that further gaps don't open up between children.</p> <p>In the afternoon, the teaching staff are working to a set intervention timetable with set groups of children to deliver high quality, well planned teaching to help close gaps. The focused interventions are focused around arithmetic skills, sentence structure and reading.</p> <p>The school have acted to offer additional hours to staff working within the school to get each year group more additional hours of support. This additional support is targeted at supporting those children with the biggest gaps from Lockdown 2. From the beginning of Term 5, Year 4 will be receiving an additional 17 hours of weekly in class support.</p>	<p><u>July 2021</u></p> <ul style="list-style-type: none"> - Children are ready for the next step in school. - Children are developing independence using taught strategies so they can cope without additional support. - NFER data for these children continues to improve. - NFER data across the year group has improved. - MTC data is extremely positive with huge progress being made across the cohort. 76% of students achieved 24/25 on MTC. 		
<p>Year 5 Catch up Programme</p>	<p>Year 5 catch up teaching to be considered after Pupil Progress meetings and summative assessments at the end of Term 2.</p> <p>Catch up programme for Year 5 to be planned and initiated from the beginning of Term 5. Using additional staffing hours mentioned below.</p> <p>The school have acted to offer additional hours to staff working within the school to get each year group more additional hours of support. This additional support is targeted at supporting those children with the biggest gaps from Lockdown 2. From Term 5, Year 5 children will be receiving an additional 39 hours of weekly in class support above and beyond what they currently have.</p> <p><u>June 2021</u></p>	<p><u>March 2021</u></p> <ul style="list-style-type: none"> - Year 5 staff to come to PP meetings with identified children requiring additional Support. <p><u>June 2021</u></p> <ul style="list-style-type: none"> - Identified children have been progress with their NFER data linked to the areas worked on in interventions funded by Covid Catch Up. 	<p>SJ CT</p>	<p>@ 1 x day per week Nov – Aug 21 is c£8,600</p> <p>Cost for Terms 5 and 6. £6,500</p>

	Year 6 TAs have been supporting Year 5 in order to aid transition for these pupils into Year 6. Solid knowledge of the children within Year 5 will allow their support to continue seamlessly into Year 6.			
Year 6 Catch up Programme	Year 6 catch up teaching to be considered after Pupil Progress meetings and summative assessments at the end of Term 2.	<u>March 2021</u> Additional support is being planned to help with the children transition from Year 6 to Year 7. TAs within the year group are being used for pupils with significant gaps in their learning. TAs within Year 6 are also offering a well-being facility for anxious children.	SJ CH JW	
Invest in technology The government has set out that all pupils should return to school in September. For those whose children do not have access to technology there needs to be provision for learning that is being provided by school in order to have access to a platform where they can celebrate the work they continue to complete at home.	Funding to invest in additional Chromebooks & resources, improving access & learning for all children who participate. Continue to provide Google Classrooms and remote learning platforms for parents to show the teachers what the children have been learning at home and to receive feedback and value parental contribution to learning.	<u>Feb 2021</u> <ul style="list-style-type: none"> - Remote Learning continues with work taught in school being matched and accessed by those working from home. - Learning continues and knowledge and understanding of age related teaching is accessed by all pupils regardless of whether they are attending school or at home. <u>May 2021</u> <ul style="list-style-type: none"> — Targeted children have improved outcomes in the books. — Children are engaged with class based learning and make progress. <u>July 2021</u> <ul style="list-style-type: none"> — Children are ready for the next step in school. 	SJ	c£9,400 to invest in ICT.

		<p>Children are developing independence using taught strategies so they can cope without additional support.</p> <p>NFER data for these children continues to improve.</p> <p><u>May 2020</u></p> <ul style="list-style-type: none"> - Laptops have been provided for vulnerable pupils to use during extended periods of self isolation. - Laptops provided have been used in day to day school life to support the learning of pupils. <p><u>June 2021</u></p> <ul style="list-style-type: none"> - Laptops provided have been assigned to pupils in need of academic support. 		
Additional Sessions	<p>Offer additional hours of educational support either before/after school or during school holidays. Children will be selected and asked to come in for additional targeted sessions as identified by class teacher during term 5.</p> <p><u>June 2021</u></p> <p>As a school we have made the decision to not run additional educational clubs during summer holidays. We feel that we need to have a greater focus on protecting children's time away from school and their well-being.</p>	<p><u>March 2021</u></p> <p>This idea is under review and will be looked at for the May half term holiday.</p> <p><u>May 2021/June 2021</u></p> <p>Identified children chosen and invited for sessions in May and/or August holidays for catch up programmes.</p> <p>HAF funding has ensured vulnerable pupils are attaining school during holidays as part of our HPS.</p>	SJ	N/A

Actual spend to date (July 2021) approx. £36,400	Approx. £15,600 will rollover and be targeted in ways listed below:
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2021/22 Rollover Spend				
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<p>Curriculum Development</p>	<p>We have used some of the money we rolled over from the previous academic year to support our development of the curriculum. The EEF state that the best way to improve the outcomes for disadvantaged children is to improve the overall quality of teaching and learning at the school.</p> <p>The importance of a broad and balanced curriculum is essential for our disadvantaged pupils to ensure they have the cultural capital they need to access not just SATS papers in Year 6 but also be ready for moving onto secondary school.</p> <p>In light of this, we have used some of the funding to allow our Science leader to have time out of class to work on developing a well-sequenced and knowledge-rich curriculum that places ‘knowing more and remembering more’ at its core.</p> <p>We may use further funding across the academic year to support other subject leaders.</p>	<p><u>December 2022</u></p> <ul style="list-style-type: none"> - Dates identified for Science leader to be given additional time out of class. Use of a current Yr 4 teacher ensures quality of provision for class. - Action plan developed by Science leader to focus on key priorities. - KS2 progression document produced to ensure knowledge is well sequenced and built upon. - KS1 progression document produced to ensure knowledge is well sequenced and prepares children for scientific study in KS2. - Pupil Voice from disadvantaged group regarding their engagement and enjoyment of Science. <p><u>March 2022</u></p> <ul style="list-style-type: none"> - Medium term plans developed to allow teachers to best use available resources. - Science monitoring completed focusing on disadvantaged 	<p>SJ</p>	<p>6 x day supply. Approx. £1320</p> <p>Possible future expenditure £2680</p> <p>Combined spending = £4,000</p>
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		<p>groups and progress made since start of academic year using the developed scheme.</p> <p><u>July 2022</u></p> <ul style="list-style-type: none"> - Pupil Voice completed again to see a raised engagement with science for disadvantaged group. 90% of children to strongly agree or agree with statement 'I enjoy Science lessons'. - Monitoring shows good coverage and high quality outcomes for students in books. - When speaking to children they are able to know and remember more. 		
<p>Sounds Write Training and phonic development</p>	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Therefore, it was essential that we used some of our rollover funding to develop our expertise within the school at delivering phonic teaching and intervention.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>We have worked to identify key members of staff who will be best placed to support children in need of phonics support. We have identified a</p>	<p><u>December 2021</u></p> <ul style="list-style-type: none"> - Essential staff are identified and training put in place. - All staff have successfully completed training by the end of Term 1. - Sounds Write is being rolled out slowly to year groups in most need. - Intervention timetables are set up and children are accessing phonic intervention. <p><u>March 2022</u></p> <ul style="list-style-type: none"> - Identified children remain on class provision maps receiving a high level of expert support. 	<p>SJ JP (Lit Lead)</p>	<p>£5,000 approx spend (scheme, training, resources, cover)</p>

	<p>group of children within Year 3/4 who due to COVID closures have gaps in their phonologically awareness.</p>	<ul style="list-style-type: none"> - Evidence of improvement is visible in books and spelling scores. <p><u>July 2022</u></p> <ul style="list-style-type: none"> - Identified children have made significant progress through the Sounds Write scheme of work and evidence of improvements is seen in class work. - Spelling scores for identified children also improve. - Plan for further roll out across the school is ready for 2021/22 academic year. 		
<p>Investment in additional classroom support.</p>	<p>We have identified that some of our year groups were in need of additional support following two unsettled years of education. Following on from discussions with year groups and through pupil progress meetings we identified Year 5 as the most vulnerable group. One of the recommended EEF strategies is small group work and employment in additional support staff allows this small group work to take place.</p> <p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p><u>October 2021</u></p> <ul style="list-style-type: none"> - Vulnerable year groups identified during first term of 2020/21. - Year 5 identified as year group in need of intense support. - Additional TA support for 17.5hrs is employed for mornings only. <p><u>January 2022</u></p> <ul style="list-style-type: none"> - Ensure employed staff are trained to a good standard to support the school. - Improvements have been made within the year group provision and children are continuing to make progress. 	<p>SJ Yr 5 Team SLT SEN Team</p>	<p>£6,400 offset against additional Yr 5 TA salary.</p>

		<u>April 2022</u> - Progress continues for the children within the year group.		
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			Total cost	£52 000
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