



# Catch-Up Premium Plan

## Long Furlong Primary School

Summary information					
<b>School</b>	Long Furlong Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£16,052.63 Oct '21: +£2175	<b>Number of pupils</b>	202

### 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 2020-2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of Funds	EEF Recommendations
<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 <a href="#">curriculum expectations for the next academic year</a>.</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 <a href="#">coronavirus (COVID-19) support guide for schools</a> 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"> <li>➤ Supporting great teaching</li> <li>➤ Pupil assessment and feedback</li> <li>➤ Transition support</li> </ul> <p>Targeted approaches</p> <ul style="list-style-type: none"> <li>➤ One to one and small group tuition</li> <li>➤ Intervention programmes</li> <li>➤ Extended school time</li> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>➤ Supporting parents and carers</li> <li>➤ Access to technology</li> </ul>

➤ Summer support

### Identified impact of lockdown

<b>Early Years</b>	Observations and assessments show that children entered with a lower baseline for PSED and Communication and Language than previous years. More time was needed to settle children into routines and expectations of both classes. Children needed adult support to learn social skills, including how to negotiate with a large group of children. Time was needed to model conversations, expectations and develop independence with all children. Reception class also noted significant gaps in Phonic knowledge, especially Phase 1 sound discrimination and oral blending and segmenting skills.
<b>Maths</b>	Specific content has been missed, leading to gaps in learning. Testbase assessments (Years 4-6) show that addition, subtraction, fractions, measurement, geometry multiplication and division are weaker areas for those year groups. Qualitative evidence from teaching staff suggests that children have forgotten some basic maths facts they knew prior to lockdown and that areas related to shape, space and measure are behind as these units are typically taught in the Summer term.
<b>English</b>	All class missed Grammar, Punctuation and Spelling work during the Summer term and completed at least two less Talk for Writing units than they would have done in a typical year, meaning that they will not have been exposed to all the text types planned for their year group. Qualitative evidence suggests that writing stamina and fluency is an area of difficulty for most children. Many children accessed reading for pleasure during lockdown. However, younger children did not have access to books matched to their reading level and children who find reading more challenging, or do not enjoy reading, did not have exposure to high quality texts through class reading or support from 1:1 readers. Testbase assessments show that retrieval, inference, poetry, grammar, spelling, vocabulary, word meaning are weaker areas for those year groups. In Reception, Year 1 and 2 there are gaps in Phonics knowledge and all classes are working on phases below the typical level expected for the Autumn term.
<b>Other</b>	There are now gaps in knowledge – units of work have not been taught, or were taught via home-learning, 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 practical experiences in subjects such as Science and broader curriculum experiences such as class trips. Many children experienced mental health difficulties during lockdown and on the return to school. While returning to the routines of school has helped many children, COVID-regulations and a new national lockdown continue to take a toll on the mental health and well-being of all members of the school community. Social skills need support, including working with others, negotiating and turn-taking. Interventions were not able to take place during the Summer term and have been seriously limited during the Autumn term, meaning children have missed out on tailored support specific to their needs. Generally, those that are on the SEND register have fallen further behind their peers than they were prior to lockdown.

**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**

<b>Actions</b>	<b>Resource requirements</b>	<b>Cost</b>	<b>Impact</b>	<b>Staff lead</b>	<b>Date</b>
Use of maths manipulatives throughout the school to support children to build upon existent concepts and move their learning forwards	Maths manipulatives, such as Numicon and place value counters	£ 800 (donated by FOLF)	All children made progress and have access to high quality concrete apparatus	JS	Dec 2020
Revisit Talk for Writing and ensure this approach is embedded through the whole school to ensure progress in writing	Talk for Writing training Observations of Talk for Writing teaching for NQT Time for English lead to observe lessons and action plan	£1250 £TBC £340	Continuing. English Coordinator role now split into three parts (reading, phonics/spelling, writing). Actions plans in place.	GE/RF/NJ	July 2021
Whole class guided reading implemented to ensure access to high-quality texts for all children, leading to progress in reading and comprehension for all	Whole class guided reading training: time for English lead to plan and monitor Whole class guided reading resources: books	£TBC	Continuing. English Coordinator role now split into three parts (reading, phonics/spelling, writing). Actions plans in place.	NJ	July 2021
Improve engagement in subjects through outdoor learning. Impact positively upon the mental health of children.	Appropriate clothing and storage Training for staff Access to online resources	£TBC £TBC £450	Continuing. All staff now leading at least one lesson outside each week. Impact measures undertaken each term for 2021-22	CW	July 2021
Improve child's self-regulation skills through a whole-school approach to teaching these skills and talking about them in school	Zones of Regulation books Zones of Regulation bitesize training (SENSS)	£220 Free	Positive impact on staffs confidence and children's understanding of different emotions and use of ZoR language. Needs embedding throughout the school this year.	CW	Feb 2021 – initial training
Use of high-quality maths mastery resources for KS1&2 to ensure quality first teaching and progress for all children	White Rose mastery resources	£120	All children have access to QFT in maths. Use alongside resources all children have made progress from their starting points.	JS	Jan 2021
<b>Total donations</b>					<b>£800</b>
<b>Total cost</b>					<b>£2380</b>

ii. Targeted approaches					
Actions	Resource requirements	Cost	Impact	Staff lead	Date
Source interventions which can be run within COVID guidelines	Nessy Doodle Maths and English Tablets/laptops ELSA (SENTA time to release) Five Minute boxes Time for EY staff to meet and train together	£244 £540 £6,385 £350 £208 £TBC	All children who use interventions made progress within them. ELSA was only able to run in one year group due to continuing COVID guidelines last year.	CW	July 2021
Time to run standard interventions outside of normal school hours	TA time	<b>Spring &amp; Summer terms</b> £1508.00	Positive impact on progress for all children. Parental feedback overwhelmingly positive.	CW	July 2021
				<b>Total cost</b>	<b>£9,235</b>

iii. Wider Strategies					
Actions	Resource requirements	Cost	Impact	Staff lead	Date
Laptops available for use for those that need them	Chromebooks Refurbished notebooks DfE Laptops	£6385 £0 Free	Chromebooks used to allow interventions to run successfully.	CW/RMS	
Access to Wi-Fi for home learning	Vodafone sim cards for 90 day Wi-Fi access	Free	Allowed access to families with no Wi-Fi access to they could use home learning resources.	CD	
				<b>Total cost</b>	<b>£0 (laptops in ii)</b>
<b>At 01.10.21., £5,237 reserved for future projects when identified</b>					
				<b>Cost paid through COVID-19 Catch-Up</b>	<b>£11,165</b>
				<b>Cost paid through school budget</b>	<b>£0</b>
				<b>Cost paid from donations</b>	<b>£800</b>
				<b>Total</b>	<b>£10,815</b>