



# LONDON MEED PRIMARY SCHOOL CATCH UP PREMIUM PLAN

## BRAVERY, COMMUNITY, CURIOSITY, RESILIENCE, RESPECT

Summary Information					
Academic Year	2020-21	Total catch –up premium		Number of pupils	388

Guidance	
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of COVID-19. Those from the most vulnerable and disadvantaged backgrounds will be amongst 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.</p> <p>Schools' allocation of the catch-up premium will be calculated on a per pupil basis, providing each mainstream school with a total of £80:00 for each pupil in years Reception to Year 6.</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by COVID – 19, the grant will only be available for the 2020-21 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>	
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 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 pupils.</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> </ul> <p>Wider strategies</p> <ul style="list-style-type: none"> <li>• Supporting parents and carers</li> <li>• access to technology</li> </ul>



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Identified Impact of Lockdown	
Previous year's class teacher has highlighted Achievement Statement objectives for reading, writing and mathematics to show what has and has not been taught.	
Maths	Low stakes retrieval testing has revealed recall of number facts, multiplication tables facts and calculation strategies have been forgotten.
Writing	"Write Ons" have revealed that children have not retained grammar, punctuation and spelling knowledge. There is an evident lack of stamina for writing for some pupils.
Reading	The motivation and stamina for reading for some pupils has decreased. Low stakes retrieval testing has revealed phonological knowledge is not where it should be.
Non-core	There are significant gaps in knowledge as whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning about 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. learning to play a musical instrument, residential and day trips, visitors and taking part in performances.



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Planned expenditure (headings are from the Education Endowment Foundation's coronavirus support guide for schools)				
Teaching and whole –school strategies				
Desired Outcome	Chosen approach and anticipated cost	Impact	Staff Lead	Review Date
<u>Supporting great teaching</u> Planning of foundation subjects will detail how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.	Time out of class for foundation subject leaders to scrutinise year group planning and work samples and plan for progression in their subjects. <b>(£1,500)</b>	All Subject Leader Deep Dives completed by December 2022. Subject leaders have created Progression of Skills and knowledge documents to be used by staff.	JT	July 2021
<u>Teaching assessment and feedback</u> Teachers have a very clear understanding of what gaps in learning remain and use this to inform future planning and interventions.	Purchase NFER tests. Complete in the Autumn and Spring terms for Years 3, 4 and 5. Use past SATs papers in Years 2 and 6. Track and monitor performance. <b>(£2,800)</b>	All pupils are monitored to ensure progress from starting points. Individuals and groups of pupils at risk of falling behind are given extra support to “keep up.”	NL	July 2021
<u>Transition support</u> Children who are joining us from different settings or who are beginning their education at London Meed Primary School have an opportunity to become familiar and confident with the setting before they arrive.	A virtual tour of our school has been produced and is on our website. Two class teachers have been released to film and edit the tour. <b>(£300 supply teacher cover)</b>	Pupils recognise staff and the school building and grounds from the video. The school is familiar to them.	KB	July 2021



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Targeted approaches				
Desired Outcome	Chosen approach and anticipated cost	Impact	Staff Lead	Review Date
<u>1:1 and small group tuition</u> Identified pupils in Upper Key Stage 2 will improve their comprehension skills. Acquisition of mathematical concepts will be secured.	Pupils will be given extra support 1:1 support with reading. Small groups will be targeted from extra support during English and mathematics lesson. <b>(£7,258)</b>	Data shows that all pupils who have received additional support through catch up funding have made progress from their starting points.	TD	July 2021
<u>Small group tuition</u> Identified pupils in KS1 and Lower Key Stage 2 will reinforce their phonics knowledge and their understanding of basic mathematical skills and application of number.	An intervention teacher will deliver phonics and mathematics "catch up" lessons to identified pupils. <b>(£19,204)</b>	Extra practise of phonics and number has helped these pupils be more confident and independent in class. Pre-teach sessions have enabled the pupils to engage with new learning more readily.	SD	July 2021
<u>Intervention programme</u> Identified pupils will have increased reading fluency and prosody	Two LSAs have been trained to deliver Better Reading Partners to children that are in years 1 to 5. <b>(£1,224)</b>	These pupils are more confident and independent when reading in class than they were previously.	JV	July 2021



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Wider strategies				
Desired Outcome	Chosen approach and anticipated cost	Impact	Staff Lead	Review Date
<u>Supporting parents and carers</u> Remote Learning is available to children who are isolating at home.	A new digital platform has been purchased and staff have been trained. All Home Learning is set on Google Classroom. (£500)		KB	Feb 2021
<u>Access to technology</u> Children throughout the school have access to technology to ensure the Computing curriculum is taught. New visualizers have been bought for each classroom	Purchase of a trolley of 30 additional iPads to be used in class as the Computing Suite cannot currently be used safely due to lack of space and ventilation. (£7,860) Visualizers enable class teachers to give immediate feedback to pupils during lessons. (£1,500)		SD	Feb 2021
<u>Extra Books</u> The need to quarantine reading books will not prevent children being able to take them home.	Children will consolidate phonics and reading skills learned in school by practising reading at home. (£1,195)		JT	
<u>Staggered lunch times</u> Children are kept safe by remaining in year groups "bubbles" at lunch time.	Lunch takes place over a longer period than previously so Midday Meals Supervisors have increased their hours to ensure that there is adequate supervision. (£15,419)		SS	Feb 2021
		<b>Total cost</b>		<b>£58,760</b>
		<b>Cost paid through Covid Catch-Up Fund</b>		<b>£31,280</b>
		<b>Cost paid through school budget</b>		<b>£27,480</b>



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