



Farndon Primary School

Unlocking the potential...

COVID-19 catch-up premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	34 FSM pupils	Amount of catch-up premium received per pupil:	£564.70
Total catch-up premium budget:	£19,200 Aut: £4800 Spr: £9710 Sum: £4690		
Academic Year: 2020 - 21	Publish Date: 12/09/20	Review Date: September 2021	Author: A Walker

SUMMARY INFORMATION

What is the 'catch-up' premium funding?

The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months and have the flexibility to spend their funding in the best way for their children and circumstances.

Farndon Primary has been allocated £19,200+ additional 'catch-up' funding to support interventions designed to close gaps in attainment for this academic year.

Who will benefit from the funding?

During September 2020, all children across the school have undertaken high-quality assessments in reading, writing, phonics / spelling and maths (NFER tests). Through careful analysis of this assessment data, teachers have identified groups of children that will benefit from 'catch-up' support or other interventions to enable them to close gaps in understanding and attainment. Strategy aims for disadvantaged pupils

STRATEGY STATEMENT

Following the lockdown on March 28th due to COVID 19 the children of Farndon Primary School had to adapt as learners and rely on home schooling, remote teacher support and a reduced amount of face to face teaching from their class teacher. This inevitably meant that many children have gaps in their knowledge from the previous year group when they returned in September.

At Farndon Primary, we have constructed a 'catch-up' plan to ensure children catch up on any lost learning time and potential gaps in knowledge – focusing mainly on the core subjects. This plan will focus on quality first teaching, on line one to one tuition, specific year group 'gap' filling, classroom intervention and small group targeted support with the child's health and well-being at the centre of all we do.

In addition, we know that the Educational Endowment Foundation's (EEF) Teaching and Learning Toolkit ranks strategies by the "extra months" of pupil progress they secure and topping their chart is metacognition, which has "consistently high levels of impact, with pupils making an average of eight months' additional progress" each year

Our priorities are to reduce the attainment gap of pupils in the core subjects that may have been created by the COVID closures and to reduce the attainment gap between our disadvantaged pupils and their peers.

Planned expenditure for current academic year

Quality of teaching for all					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Ensure vulnerable pupils can access remote learning.	Home Learning is immediately accessible for those isolating following bubble closure / national lockdown.	Several disadvantaged families and other vulnerable families found it challenging to access the remote learning due to lack of space in the home, no broadband or no device.	Purchase 15 Chrome Books that can be used for in school 1:1 tuition, in class intervention and loaned out to families in need. Write loan agreement for equipment. Establish Google Classroom and train staff.	A Walker S Wakefield N Pimparel	January 2021
Ensure good quality first teaching of writing in Key Stage 2	Reduce the gap for vulnerable pupils and to help all pupils recover in their writing after lockdown.	Throughout lockdown, the pupils' attainment and progress has slowed as the pupils have not been immersed in the school's writing guidance programme. School will buy into the online teaching programme led by Pie Corbett (leading literacy educator). This will involve supporting staff with resources and teaching examples. It also involves live lessons where pupils will have blogging buddies from other schools to peer assess each other's work live on screen. Literacy lead will use the training materials for KS1.	Literacy lead will lead on implemented this. Year 5 and 6 will trial in the Summer before rolling out in Sept 2021. It will include staff training materials and group moderation.	S Wakefield	April 2021 Sept 2021
Ensure Reception pupils who are vulnerable have sufficient support in their learning	Reduce gap for vulnerable pupils compared to their peers in GLD	GLD within Reception is equivalent to national with physical development and writing being lower – particularly in boys. Current cohort is boy heavy – 66% boys. First year of 45 in take so 2 classes of 22/23 and an additional adult will allow for greater intervention mapped and good quality first teaching.	Appoint outstanding Early Years practitioner with background within the phase. EYFS lead to put an intervention plan into place, using the additional adults	V Bayley	March 2021

Ensure Yr 6 and Yr 2 pupils who are vulnerable after the lockdown have additional support in class.	Reduce gap for vulnerable pupils compared to their peers in the reading, writing and maths.	5 mornings a week in class support for Year 2 and Year 6 pupils when teaching the core subjects. This allows for more focused verbal 1 to 1 feedback within the session and support their learning to learn skills (metacognition). Also, available for afternoons and timetabled for focused intervention including additional reading, grammar, maths catch up and spelling.	Teaching Assistants assigned to certain bubble. Timetable the intervention in the afternoons. Train TAs in what quality feedback looks like.	N Pimparel E Davies	Jan 2021 March 2021
Total budgeted cost:	£3760 for the Chrome books £6000 for Early Years Teaching Assistant £5000 for additional Teaching Assistant hours in Year 2 and Year 6. £1200 for Pie Corbett live lesson writing programme for Juniors.				
Targeted support					
Action	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Put in place intervention in mornings with online material, using the chrome books	Reduce the attainment gap in maths, spelling and reading between FSM (vulnerables) and peers.	School will use the outcomes to the NFER tests in Aut and Spr following school closures and lockdowns to ascertain where the gaps are and identify which pupils are in need of additional intervention.	Additional Chrome books bought (16) will have 3 in each Junior classroom. Timetable TAs so for first 30 mins of day can use to lead interventions for groups of pupils. Investigate online intervention like Nessy Train teacher who will be isolating to conduct group intervention remotely, using these laptops.	E Davies Andy Walker	Termly

Put in place 1 to 1 tuition for Year 4 – 6 pupils in	Reduce the attainment gap in maths between FSM and peers.	Attainment and progress in maths of FSM is lower than Literacy in last two years.	Sign up to recognised provider on tutoring list from DFE – Learning Hub. Pre assessment before starting. Set school lead on this tutoring. Baseline data analysed and pupils targeted where there is a gap/	E Davies	Termly
Small group intervention in maths for KS1 pupils	Reduce the attainment gap in maths between FSM and peers.	Attainment and progress in maths of FSM is lower than Literacy in last two years	Use Learning Hub resources in maths teaching and intervention materials Diagnostic checking tool before starting. Baseline data analysed and pupils targeted where there is a gap. Staff / TAs trained in the materials in order to have intervention led by an adult.	J Cornforth	March 2021
Small group intervention within Early Years for development of speech.	Reduce the attainment gap in Prime Are of speech and language	Government recommendation. https://www.gov.uk/government/news/early-years-support-package-to-help-close-covid-language-gap With a lack of Pre-Schooling, the Early Years team predict that language development will be lower on entry than usual.	Purchase Nuffield Early Language intervention. Train Early Years TA in it implementation.	V Bayley M Edmond	March 2021
Small group phonic intervention	Reduce attainment gap of FSM/Vulnerables and their peers in Phonics	Phonics attainment identified in school's latest OFSTED report and is a identified as something that needs sustained improvement Phonics attainment in last few academic years has been slightly below national averages.	Additional Teaching Assistant in afternoons to lead Phonics interventions.	P Axon	Nov 2021 (Yr 2 tests) March 2021
Total budgeted cost:					£4450

ADDITIONAL INFORMATION

Additional information we have used to support the sections above.

- Internal assessment and reporting software of formative and summative assessment
- Evidence from the EEF [families of schools database](#)
- Results of staff and pupil consultation
- Analysis of attendance records
- Recent school Ofsted report
- Guidance from experts