



Catch-Up Premium Plan Lambley Primary School

Summary information

School	Lambley Primary School				
Academic Year	2020-21	Total Catch-Up Premium	£13,040	Number of pupils	163

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 per pupil.

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.

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.

Identified impact of lockdown	
Maths	<p>Specific content has been missed, leading to gaps in learning. Children still have an enthusiasm for maths and lockdown has not affected their attitudes however, due to the content having to be taught in a different way, they are 'behind.'</p> <p>Recall of basic skills has suffered – children are not able to confidently recall key number facts, times tables and have forgotten once taught calculation strategies.</p>
Writing	<p>Children have lost some fluency in their writing. 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. Work will also need to be done on spelling.</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.</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?
To develop and use close read strategies to improve vocabulary and spelling of all children	<i>Purchase spelling and vocabulary programmes that are progressive across school. (£500)</i>		LB	Feb 21
	<i>Additional time for teachers to research and plan close reads (£700)</i>		LC	Jan 21
<u>Teaching assessment and feedback</u> 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.	<i>Purchase and implement the NFER reading Standardised Assessments (to use alongside our White Rose Numeracy assessments). Complete termly tests and record assessments ahead of progress meetings (£1700)</i>		LC	July 21

ii. Targeted approaches

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>1-to-1</u> Identified children will have significantly increased rates of reading fluency and prosody. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.	<i>All children in KS1 and FS2 to read (at least 3 times a week) on a 1:1 basis All children in KS2 to read (at least weekly) on a 1:1 basis (£3500)</i>		LC and LB	Jan 21
<u>Small group work</u> Identified children require support in moving reading into writing. They will have widened their vocabulary and started to reflect this in their writing.	<i>Small group work with teacher support, working with high quality writing stimulus and focusing on vocabulary and sentence structures (£3000)</i>		LC and LB	Feb 21
<u>Small group work</u> Identified children require support in maths – calculations and number systems. They will have secure knowledge and start to use this in problem solving.	<i>Small group/individual support addressing individual misconceptions with a focused and personalised maths intervention. (£3000)</i>		LC and SJ	Feb 21

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting parents and carers</u> Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.	<i>Use of programmes such as TT Rockstar's and Spelling Shed to be used to support learning whilst children are at home (already allocated funding above)</i>		LC, LB, SJ	Feb 21
	<i>Purchase additional home learning resources (particularly for EYFS, Y2 and Y6) to support preparation for summer assessments. (CGP) (£600)</i>		LC,	March 21
Total budgeted cost				£ 13,000