

Catch-up Premium Spending

Lethbridge Primary School

Academic year 2020-2021

Catch-up funding 2020 -21: £38,800

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.

EEF recommended use of funds

| Teaching | Targeted academic support | Wider strategies |
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| <i>For example</i> <ul style="list-style-type: none">- Professional development programme- Supporting Early Career teachers- Assessment- Effective remote learning | <i>For example</i> <ul style="list-style-type: none">- Structured interventions- Small group tuition- One to one support- Effective deployment of Teaching Assistants- Reading interventions | <i>For example</i> <ul style="list-style-type: none">- Sustaining parental engagement- Social and emotional learning- Reinforcing behaviour routines- Breakfast clubs |

| Desired outcome | Chosen approach and anticipated cost | Impact (once reviewed) | Staff lead | Review date |
|---|---|-------------------------------|-------------------------------------|--------------------|
| Curriculum coverage will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced and progress made | Additional staff meeting time to carry out core group meetings and curriculum planning Costs covered within budget | | SLT | |
| Leaders will be well-placed to monitor, assess and plan for progress across the whole school in target areas of English, phonics, maths and well-being to ensure best practise is in place and progress for all children made | Four temporary TLR3 posts created to add strength, time and expertise to leadership team through 2020-21 recovery year £9,320 | | SLT Recovery Leaders | |
| 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 and intervention and quality first teaching planned accordingly | Carry out socially distanced pupil progress meetings with termly review. Complete termly assessments and record assessments on Target Tracker and Provision Maps to identify gaps and to track progress through intervention and teaching planning Costs covered within budget | | LM Phase Leaders | |
| Identified children will have significantly increased rates of progress through small group | Initial tranche of funding: | | SLT Recovery Leaders | |

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| <p>tuition with Lethbridge teachers focused on identified need in phonics, writing and maths</p> | <p>Year 1 – 3 x phonics groups (segmenting and blending skills using phonics taught in class) Year 6 – 2 x maths groups (initially revising 4 operations then pre-teaching concepts before they are met in class) Year 3 – 2 x maths groups (pre-teaching key concepts) Year 4 – 2 x maths groups (pre-teaching key concepts) Year 2 - 2 x writing groups (generating ideas, basic punctuation and sentence structure)</p> <p>Year 5 – starting Term 3 – Daily one hour maths group for targeted children with reduced maths class size for all children</p> <p>£29,560</p> | | | |
| <p>Children will have greater opportunities to access quality remote education. 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.</p> | <p>Remote learning in conjunction with EdTech partner school (Mount Hawke, Cornwall) means Seesaw platform is used to ensure all aspects of DfE remote learning expectations are met:</p> <ul style="list-style-type: none"> • use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos | | <p>LM CS</p> | |

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| | <p>and that is linked to the school's curriculum expectations</p> <ul style="list-style-type: none"> • give access to high quality remote education resources • select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use • provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access • recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum <p>Costs covered within budget</p> | | | |
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