



# Fishwick Primary School - Catch-Up Premium Plan 2020-21

## Summary information

<b>School</b>	Fishwick Primary School				
<b>Academic Year</b>	2020-21	<b>Total Catch-Up Premium</b>	£8,800	<b>Number of pupils</b>	143

## 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 Reception through to year 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.

## 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.

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 students. Schools should use this document to help them direct their additional funding in the most effective way.

## EEF Recommendations

The EEF advises the following:

Teaching and whole school strategies

- Supporting great teaching
- Pupil assessment and feedback
- Transition support

Targeted approaches

- One to one and small group tuition
- Extended School Time
- Intervention programmes

Wider strategies

- Supporting parent and carers
- Access to technology
- Summer support

Identified impact of lockdown	
<b>Maths</b>	<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 they are 'behind' due to missing coverage.</p> <p>Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in classroom assessments.</p>
<b>Writing</b>	<p>Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. GPS specific knowledge has suffered. Those who have continued 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. There is also a noticeable impact on fine motor skills particularly in younger children.</p>
<b>Reading</b>	<p>Some children accessed reading during lockdown more than other subjects. This is something that was more accessible independently for fluent readers and required less teacher input. However, many children are still less fluent in their reading than pre lockdown and the gap between those children that read widely and those children who don't is now increasingly wide. The bottom 20% of readers have been disproportionately affected.</p>
<b>Speech and Language</b>	<p>Some EAL children have demonstrated a significant regression in their English due to lack exposure to English during lockdown. Those children with SALT plans have also shown some regression due to not receiving the targeted input they receive in school.</p>
<b>Non-core</b>	<p>There are significant gaps in knowledge – whole units of work have not been taught 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. The missing units are not going to be able to just be "caught up" as the time can not just be found. Children have also missed out on the curriculum experiences e.g. trips, visitors and curriculum enrichment that underpins our curriculum. This is an ongoing difficulty due to COVID restrictions.</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)
<p><u>Supporting great teaching:</u></p> <p>All pupils receive a high-quality education that promotes their development and prepares them for the next steps in their education.</p>	<p>Maintaining small class sizes                      Strong focus on social and emotional learning particularly in the Autumn Term                      Emphasis on feedback to support progress in learning                      Focus on a multisensory and engaging approach to phonics.                      Quality reading comprehension.                      Developing models and images within maths teaching and providing increased amounts of age appropriate apparatus.</p> <p style="text-align: right;"><b>£500</b></p> <p>Increased resourcing for continuous provision in KS1</p> <p style="text-align: right;"><b>£1000</b></p>	
<p><u>Teaching assessment and feedback</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform planning of teaching sequences and interventions.</p>	<p>Summative and formative assessments</p>	
<p><u>Transition support</u></p> <p>Children who are joining school have an opportunity to become familiar and confident with the setting before they start.</p> <p>Children moving year groups are given a clear introduction to new staff.</p>	<p>All children received a post card from their new 'bubble' staff in the summer holidays.</p> <p style="text-align: right;"><b>£98.80</b></p> <p>Induction videos were produced for Reception and SEN children.                      Door step visits prior to summer term                      To support the transition of our new starters Nursery will only open to existing children during the initial part week and new children will be allocated a slot for arrival in the following weeks (from 7/9/20) to enable parents to come into the classroom to support their child in an appropriate socially distanced manner.                      For Earth Class we are allocating 1 hour slots for the reception children so that we can establish which children may have any separation anxieties or worries. This will also enable parents to come into the classroom to support their child in an appropriate socially distanced manner.</p>	
		<p style="text-align: right;"><b>Total budgeted cost</b>    <b>£1598.80</b></p>

ii. Targeted approaches		
Desired outcome	Chosen action/approach	Impact (once reviewed)
<u>1-to-1 and small group tuition</u>  Identified children will have significantly increased rates of progress.	2 x weekly English and Maths 'booster' to address gaps for children in Y6 £5940  Additional ½ day teacher support for reading and phonics in Y1/2 £2925  High adult to child ratio's in all class 'bubbles' to support catch up. EAL intervention with specialist teacher 2 x weekly £5760	
<u>Intervention programme</u>  Identified children will have significantly increased rates of progress.	SHINE – for sensory and motor skills support £1548  SALT £2970  Bounce Back phonics Fast Forward Grammar Toe by Toe Precision teaching EP support for children significantly below ARE £1295  NELI (Nuffield Early Language Intervention)	
<u>Extended school time</u>  Working parents are supported in post lockdown return to work.	Breakfast club is being offered to all working parents £2657	
		<b>Total budgeted cost</b>
		<b>£23,095</b>

iii. Wider Strategies		
Desired outcome	Chosen action/approach	Impact (once reviewed)
<u>Supporting parents and carers</u>  Parents are supported in order to meet the needs of their children.	CAF process FSW School supported food hub £1200  Signposting to support Remote learning support including phone support to overcome any challenges	

	FSM provision during periods of self-isolation Breakfast club is being offered to all working parents	
<u>Access to technology</u>  Teachers to have appropriate equipment to access school-based resources from home.  Teaching staff facilitate effective home-learning with increased capacity to share resources and communicate learning to children.	Loan of device to pupils if required  TEAMS set up and training E-books to support home learning  <b>£500</b>	
<u>Summer Support</u>  Parents are supported in order to meet the needs of their children and access enrichment.	Activity packs containing books, clay, plants, fine motor skill activities and ideas to encourage enrichment provided for all children.  <b>£1250</b>  Signposting to local activities and enrichment ideas via social media. FSW check ins  <b>£367</b>  Signposting to school supported food hub Signposting to COVID and mental health support	
		<b>Total budgeted cost</b> <b>£3317</b>
		<b>Cost paid through Covid Catch-Up</b> <b>£8,800</b>
		<b>Cost paid through charitable donations</b> <b>£960</b>
		<b>Cost paid through school budget</b> <b>£18,250.80</b>
		<b>£28,010.80</b>