



## Leonard Stanley Covid catch-up premium spending: summary

### SUMMARY INFORMATION

Total number of pupils:	201	Amount of catch-up premium received per pupil:	80
Total catch-up premium budget:	16,080		

### 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

### 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.

## IDENTIFIED IMPACT OF LOCKDOWN

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of learning journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten calculation strategies. This is reflected in arithmetic assessments.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Specific knowledge and understanding of SPaG has suffered, leading to a lack of fluency in writing. Those who have maintained writing throughout lockdown are less significantly 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.
Reading	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. The bottom 20% of readers have been disproportionately affected.

## BARRIERS TO FUTURE ATTAINMENT

Academic and otherwise:

A	Further disruption to teaching and learning caused by future lockdowns or returns to remote learning.
B	Impact on attendance and therefore teaching and learning from covid isolation periods.
C	Impact on teaching and learning resulting from lower attendance of some pupils / lack of parental engagement / disruption to families caused by impact of the pandemic (financial / social / emotional etc)

## Planned expenditure for current academic year

NB Template structure based on The Key, DfE and the Education Endowment Foundation's coronavirus support guide for schools

- [DfE's catch-up premium guidance](#)

[EEF's COVID-19 support guide for schools](#)

Teaching and whole-school strategies:				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review Date
As part of a DEEP Curriculum approach, the foundation subjects 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 children know more, remember more.	<p>Developing and Supporting a DEEP Curriculum</p> <p>Additional time for subject leaders and teachers to research and plan non-core subjects. Release time and additional cover will be required to facilitate the additional PPA. (10 days across the year)</p> <p>(£1500)</p>		HT	Sept 2021

<p>Teaching assessment and feedback (Catch-up Progress Meetings)</p> <p>Teachers have a very clear understanding of what gaps in learning remain from lockdown period and can use this to inform learning and interventions.</p>	<p>Whole school assessments to identify gaps in pupils' learning and across school cohorts with accompanying termly specialist pupil progress meetings with HT / DHT to identify further appropriate interventions etc. DHT to analyse data and present to Govs.</p> <p>(approx. 3 days supply £450)</p>		HT / DHT	Terms 4 and 6 with whole school data days in July 2021 / 2022
<p>Teachers / TAs have an insight into how mental health and wellbeing can be impacted by the pandemic (both personally and for pupils / families) and can utilize strategies to support both pupils and self.</p>	<p>Staff training booked (March 2021) with Belinda Heaven (Alpha Wellbeing Associates Ltd)</p> <p>£200 budgeted</p>		HT	Sept 2021
<p>Support for pupils with identified gaps in reading, writing or number will show an increased number of pupils at ARE or GDS. They will be able to decode / comprehend reading more accurately and or their writing stamina will be improved and they will utilize EGPS more accurately within writing structures. Computational skills will be strengthened and arithmetic reinforced so that tables / number bonds recall will be more secure and 4 rules methodology will be better known / used.</p>	<p>1 x TA support for targeted pupils / groups across school to enable teachers to provide further specifically tailored catch-up up sessions in reading, writing or maths.</p> <p>6 hrs per day x £10 x 3.5 days x 24 weeks = £5040</p>		SLT	Term 6 2022
<b>Targeted approaches:</b>				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review Date

<p>Support pupils with identified gaps in reading decoding and fluency or number. 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. Computational skills will be strengthened and arithmetic reinforced so that tables / number bonds recall will be more secure and 4 rules methodology will be better known / used.</p>	<p>Weekly 1-to-1 precision teaching commencing Term 4 2021</p> <p>3 x TAs experienced in precision teaching will work with teachers to identify 'Bubble' groups and will facilitate 10 week intervention blocks of precision teaching. Identified children will have significantly fallen within their phonics phase groups or have been highlighted by PIRA, PUMA or NFER assessments. (3 x TAs x 5 hrs per week x 10 weeks)</p> <p>(£2250)</p>		<p>DHT HJ / KJ / AH</p>	<p>Sept 2021</p>
<p>Further support for pupils with identified gaps in reading decoding and fluency or number. As above, 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. Computational skills will be strengthened and arithmetic reinforced so that tables / number bonds recall will be more secure and 4 rules methodology will be better known / used.</p>	<p>3 x TAs experienced in precision teaching will work with teachers to identify 'Bubble' groups and will facilitate 24 week intervention blocks of precision teaching. Identified children will have significantly fallen within their phonics phase groups or have been highlighted by PIRA, PUMA or NFER assessments. (3 x TAs x 2 = 6 hrs per week x 20 weeks)</p> <p>(£1800)</p>		<p>DHT HJ / KJ / AH</p>	

To identify and support specific Y2 / Y3 pupils with gaps in their phonics knowledge. Use appropriate phonics intervention, such as Nessy, Dancing Bears to support any identified children to reinforcing and support their understanding of phonics.	Purchase of further Nessy software and licenses etc to use with new I-pads.  (£400)		SENCo	Term 6 2022
<b>Wider Strategies:</b>				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review Date
Children have access to appropriate stationery and paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.	Supporting parents and carers  Home-learning paper packs are ready to distribute for all children if internet access is an issue. Stationery packs are purchased and set aside for children to take home when home-learning occurs.  £500		HT and Staff	Term 5 2021
Children have increased access to support software on I-pads (linked to strengthening both number and phonics e.g. TT Rock-stars and Nessy)	Purchase of 5 x I-pads  (£1500)			Term 6 2022
			Approx budgeted cost = £13,640	Amount remaining from £16,080
				£2440 See additional info below:

## ADDITIONAL INFORMATION

NB

School-led tutoring grant:

2 x qualified teachers = 12 hrs per week x 24 weeks @ £18 per hr = £5184

School-led tutoring allocation is £3037-50

£5184 - £3037-50 = £2146-50 for school to cover

£2440 - £2146-50 = £293-50 remaining from catch-up funding