



## Summary information

### Planned actions and expenditure – Funded with catch-up budget and with interventions in addition to our normal provision but without funding.

Academic Year	2020-21	Total Catch-Up Premium	£15,280	Number of eligible pupils (YR to Y6)	191
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## 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 Y6.

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
- Intervention programmes
- Extended school time

Wider strategies

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

Identified impact of lockdown	
<b>Maths</b>	Specific content has been missed, leading to gaps in learning and stalled sequencing of 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 once taught calculation strategies. This is reflected in arithmetic assessments.
<b>Writing</b>	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills. Grammar and punctuation specific knowledge has suffered, leading to lack of fluency in 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.
<b>Reading</b>	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.
<b>Non-core</b>	There are now 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. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.
<b>Physical and mental health and well-being</b>	Social, emotional and mental health needs of children together with a decrease in physical speed, strength and agility for some have been exacerbated due to lockdown circumstances.
MAIN AIMS OF 'CATCH UP' AT LYME	
<p><b>A focus on consolidation of basic skills</b> which enable successful learning will require increased practice across all year groups. These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition &amp; subtraction fact recall and reading skills relevant to age.</p> <p><b>Additional lesson time on core teaching.</b> Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons.</p> <p><b>A specific focus on early reading and phonics.</b> This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.</p> <p><b>Assessment of learning and of basic skills</b> to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly.</p> <p><b>Time spent on mental health, wellbeing and social skills development.</b> This will be at the core of all catch up work as many children were not in a formal school setting for many months.</p> <p>In <b>Reception and KS1</b>, additional support and focus on basic core skills supported by additional staffing utilising catch up premium and in Y6 existing staff when they return in January.</p>	

i. Teaching and whole-school strategies			
Desired outcome	Actions and anticipated cost	Impact	Staff lead & review date
<p>Quality First Teaching supported by evidence informed CPD for teachers and support staff.</p> <p>A peer-support model to help embed and sustain research-based teaching strategies.</p> <p>A broad and engaging curriculum that focuses on vocabulary acquisition. In foundation subjects, consideration given for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p>	<p><b><i>Additional time for teachers to research and plan non-core subjects.</i></b></p> <p><b><i>Release time and additional cover is planned to facilitate the monitoring by subject leads and SLT to ensure planning and delivery is strong and supporting progress each lesson.</i></b></p> <p><b>SLT additional class cover</b></p>	<p>Training and quality assurance through monitoring activities actively supports outstanding provision and curriculum development.</p>	<p>All Staff</p> <p>On-going</p>
<p>Whole school focus on vocabulary and reading.</p> <p>Continue with the whole class guided reading- more focused objectives and daily tasks to support with reading comprehension.</p>	<p><b><i>Reading and Writing Leads to deliver on-going training/support on this in INSET sessions and staff meetings.</i></b></p> <p><b><i>Specific intervention programmes led by both Teachers and Teaching Assistants.</i></b></p> <p><b><i>Use Reading Gems for whole school resource.</i></b></p> <p><b><i>Additional class sets of books</i></b> <b>£800</b></p>	<p>Focus on reading in all lessons will develop vocabulary opportunities for all pupils. Vocabulary and meaning of words will develop, fluency of reading will increase and comprehensions skills will deepen allowing understanding of texts in all subjects to improve.</p>	<p>AH</p> <p>KR</p>
<p>Social and emotional learning core competencies are regularly and explicitly taught by all teachers throughout the curriculum. (PATHS)</p>	<p><b><i>Teachers model use of key strategies for identifying emotions and employing self-regulation strategies.</i></b></p> <p><b><i>Mentoring sessions for specific children focused on self-awareness, self-management, problem solving and social skills.</i></b></p>	<p>Mental Health and well-being PATHS curriculum to have an increased focus in first half term in order to address effect on mental health that lockdown has had.</p>	<p>All Staff</p>
<p>Academic Mentors - schools in the most disadvantaged areas will be supported to employ in-house academic mentors to provide intensive catch-up support to their pupils. Teach First will be supporting the recruitment, training and placement of the first cohort of academic mentors.</p>	<p><b><i>None available to start in autumn term, will wait to see if we are allocated one to begin in the spring term.</i></b></p> <p><b>Associated costs tbc</b></p>	<p>Additional adult to support 1-1 or small group teaching (in Y5) to support the learning in maths, reading and writing.</p>	<p>MC</p>
<p>1-to-1 and small group tuition</p> <p>School staff used to cover rather than supply staff.</p>	<p><b><i>Specific intervention programmes led by both Teachers and Teaching Assistants.</i></b></p>	<p>The children make better progress with staff they know and who know them and their needs.</p>	
<b>Total budgeted cost £800</b>			

ii. Targeted approaches			
Desired outcome	Actions and anticipated cost	Impact	Staff lead & review date
To reverse the effects of children missing 6 months of Phonics teaching and all phases of Letters and Sounds have not been taught, practiced and learnt. Gaps in knowledge will impact on future learning, on reading ability and writing standards as well as with accessing the wider curriculum.	<b><i>Additional adults and sessions for all children to catch up.</i></b>  <b><i>Spelling Frame to be used from Year 2-6 to cover a structured spelling programme that children can also access at home as part of their homework/remote learning.</i></b> <b>£240</b>	Pupils in Y2 will be ready and prepared for Phonics Screening test in the Autumn term that was missed in June 2020. Phonics knowledge will develop further and be used and applied in reading and written work across the curriculum.	FS and KS1 staff
Number and place value understanding is not at age related levels due to missed teaching during lockdown. Appropriate numeracy interventions, such as Numbers Count, and online resources which can also be accessed at home: Numbots and TT Rock Stars supports those identified children in reinforcing their understanding of basic maths skills and application of number.	<b><i>Numbots to be purchased for use in Reception and KS1 alongside Times Table Rockstars in KS2.</i></b> <b><i>Children will be able to access this both at school and home.</i></b> <b>£84</b>	Improved understanding of number bonds and addition and subtraction facts for Reception and Year 1. Gaps in Year 2 will be addressed.	KJ
Many of the Reception children have not attended nursery since March 2020 and as a result have weaknesses in their oral language skills which will impact on their reading.	<b><i>Participation in the Nuffield Early Language Intervention (NELI) to provide additional targeted support for oral language and support the language and early literacy skills of Reception pupils.</i></b> <b><i>Key staff to attend training.</i></b> <b><i>TAs to deliver over 30 weeks in groups of three to four children.</i></b> <b>£600</b>	Improved oral language skills.  Improved outcomes in reading for Reception children.	LMc SP
In Y1 pupils need to focus in Autumn on the EYFS curriculum.	<b><i>Priority teaching of Early Reading and class / group time to enjoy reading and stories.</i></b>  <b><i>-Play and self-led activities focus for Y1 in Autumn.</i></b>	Early reading skills developed. Y1 staff have a clear understanding of those pupils achieving GLD and which pupils need to develop areas further.	KB
Catch up funding used to pay for a fixed term contract of 1 year for a L2 TA to release FS & KS1 TA's to do gap teaching			Total budgeted cost £13,340

iii. Wider Strategies			
Desired outcome	Actions and anticipated cost	Impact	Staff lead & review date
<p><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.</p> <p>Children have access to paper-based home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning.</p>	<p><b><i>Additional online learning resources will be purchased, such as Numbots to support children's early maths skills learning and Spelling Shed etc so that children can practise spellings at home.</i></b></p> <p><b><i>Photocopied packs and stationery will be sent home (one per week) or collected if parents request this additional resource.</i></b></p> <p><b>£500</b></p>	<p>Reduced disruption to student's education and the delivery of the curriculum, so that every pupil has access to high quality learning resources.</p> <p>Ensure all pupils have the provision they need to complete their work to the best of their ability, and to support emotional, social and health wellbeing during periods of remote learning.</p>	<p>MC</p> <p>All staff</p>
<p><u>Access to technology</u> During any remotely delivered school provision, children can access additional devices so that they can rotate through discrete teaching, reading and maths fluency and independent online activities.</p> <p>Teachers have laptops that are equipped with webcams and allow the teachers to access school-based resources from home. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to children.</p>	<p><b><i>Conduct a parent survey to find out which children do not have access to an electronic device at home for learning purposes.</i></b></p> <p><b><i>If we must close a bubble, apply to the DfE for our allocation of devices (5)</i></b></p> <p><b><i>Lend iPads to families who need them and/or provide packs/workbooks etc as a back up to using online learning. Provide the Vodafone 250,000 data SIMs with free connectivity for 90 days to families who need them.</i></b></p> <p><b><i>Parents to sign equipment loan agreements before receiving an iPad, teachers to complete loan forms to record equipment sent home.</i></b></p>	<p>Our most vulnerable pupils have access to remote learning and online materials.</p>	<p>MC</p>
<p>Microsoft TEAMS used as a platform and feedback is provided by teachers. The preparation will include coaching children in its use and providing a practice session from home in case of partial closure.</p>	<p><b><i>Twilight session set aside for staff to create an online package of learning accessed from home via TEAMS as a practice run to identify issues at home accessing this remote learning and work towards negating them.</i></b></p>	<p>The children and their parents are aware of and familiar with the requirements of remote learning. All are able to access it.</p>	<p>MC JL</p>
		Cost paid through Covid Catch-Up <b>£14,640</b>	