

Lake Farm Park Academy

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Lake Farm Park Academy Catch Up Premium Plan

Summary information					
Academic Year	2020-21	Total Catch-Up Premium	£50,000	Number of pupils	602

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	EEF Recommendations
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 .	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support

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<p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>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.</p>	<p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support
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Identified impact of lockdown	
Wellbeing	Children’s learning attitude has been affected by the pandemic and the lack of formal schooling and social interaction. Highly able children have also been affected by the lack of formal routine, collaborative learning as in group discussions, using manipulatives as in scientific investigations and lack of resources.
Maths	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.
Writing	Children haven’t necessarily missed ‘units’ of learning in the same way as Maths, however they have lost essential practising of writing skills. Gaps 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.



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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
Non-core	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.

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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?
<p><u>Supporting great teaching:</u></p> <p>Reading: Phonics training for key staff to further improve subject knowledge and to extend the teaching widely into KS2. Additional phonics books to enable children to take more books home and allow for safe quarantining of books Planning time for teachers to collaborate and review non-core curriculum.</p> <p>Despite the limitations placed on schools in terms of use of physical resources and the sharing of them, manipulatives are accessed regularly in Maths and this supports learning.</p>	<p>New teachers and support staff to attend further RWI course – focus on catch up for KS2 pupils.</p> <p>Phonics course for 6 Staff: £800</p> <p>Additional phonics books: £1567.18</p> <p>Purchase additional manipulatives for EYFS/KS1 initially. Purchase of stationary storage for eg pencil cases, rulers, multi-link cubes, etc which are usually shared but restricted on return to school.</p> <p>Maths resources: £2281.50</p>		VPs	Spring term
<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 assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Additional English and Maths baseline assessments in September to establish starting points post lockdown. Copying and collating of test papers</p> <p>Purchase of NTS for Years 2 and 6: £1403.50</p>		VPs	End of Autumn term

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<p><u>Transition support</u></p> <p>Children who are joining school from different settings or who are beginning their schooling with LFPA have an opportunity to become familiar and confident with the setting before they arrive.</p>	<p>Internal arrangements are made to cover the teacher so that they can have a virtual meeting with their new starter so that the child is confident in joining LFPA.</p>		YTLs	Ongoing
Total budgeted cost				£6052.18

ii. Targeted approaches				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>1-to-1 and small group tuition</u></p> <p>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.</p>	<p>HLTAs and support staff running boosters before and after school for target pupils each term.</p> <p>Overtime Costs: £2,000</p>		SLT	Termly assessment data reviews
<p><u>Intervention programme</u></p>	<p>Academic Mentor for Maths has been appointed for the Catch Up Numeracy programme. This is partly</p>		VPs	Termly assessment

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<p>An appropriate numeracy intervention, such as Catch-Up Numeracy, supports those identified children in reinforcing their understanding of basic maths skills and application of number.</p>	<p>funded by the National Academic Mentoring Scheme with school funding on-costs only.</p> <p>On-costs: £6,000</p>			<p>t data for children being supported by Academic Mentor</p>
<p><u>Extended school time</u></p> <p>Identified children are able to access a weekly catch-up club (1 hr per night). The attainment of those identified children improves and effect of lockdown is becoming negated. Parents are supportive of the club and understand the identification process.</p>	<p>Two HLTAs will be running the home school tuition for identified pupils.</p> <p>Cost of laptops/Writing pads: £1039.96</p> <p>Cost of overtime wages: £960</p>		<p>VPs</p>	<p>Summer term</p>
Total budgeted cost				£9999.96

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?

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<p><u>Supporting parents and carers</u></p> <p>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 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.</p>	<p>Purchase of CGP books for EY/KS1 so parents can support children at home and Purchase of CGP books for PP in Years 3-6. CGP Book Costs: £2,400</p> <p>Additional online learning resources will be purchased, such as Bug Club to support children reading at home. Likewise, Spelling Shed will be purchased so that children can practise spellings at home. Additional subscriptions: £1835.06</p> <p>2-day home-learning paper packs are printed and ready to distribute for all children. Stationery packs are to be purchased and set aside for children to take home when home-learning occurs. Photocopying: £100</p>		SLT	Ongoing
<p><u>Access to technology</u></p> <p>During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, reading 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>Some of this cost has been partly funded through the DFE by them offering an allocation of laptops based on our Pupil Premium Register, however we have purchased additional chromebooks.</p> <p>Cost of Laptops: £8984.85</p>		Trust IT Manager, IT technician SLT	Ongoing
<p><u>Easter and Summer schools</u></p> <p>Easter school to run for 30 children from each year group and more in case of some year groups following data</p>	<p>Staffing Costs to run Easter/Summer School: £34,580</p>		SLT	Termly assessment data reviews



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analysis to identify pupils who have been greatly impacted by lockdown.				
			Total budgeted cost	£63,952.05
			Cost paid through Covid Catch-Up	£50,000
			Cost paid through school budget	£13,952.05